

AL.2.1993-206
C.2

University of Alberta Library



0 1620 3450248 2

SOCIAL STUDIES 10

M O D U L E 3

IDENTITY



Distance
Learning

Alberta
EDUCATION



Digitized by the Internet Archive
in 2015

https://archive.org/details/socialstudies10m00albe_1

Social Studies 10

Module 3

IDENTITY



Social Studies 10
Student Module
Module 3
Identity
Alberta Distance Learning Centre
ISBN No. 0-7741-0632-8

Cover Photo: WESTFILE INC.

ALL RIGHTS RESERVED

Copyright© 1992, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2.

All rights reserved. Additional copies may be obtained from the Learning Resources Distributing Centre.

No part of this courseware may be reproduced in any form, including photocopying (unless otherwise indicated), without the written permission of Alberta Education.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this has not been done, please notify Alberta Education so appropriate corrective action can be taken.

Contents

OVERVIEW 1

Evaluation 2

Course Overview 2

SECTION 1:

WHAT IS CANADIAN IDENTITY? 3

Activity 1: What Is a Canadian? 4

Activity 2: Identity and Symbols 12

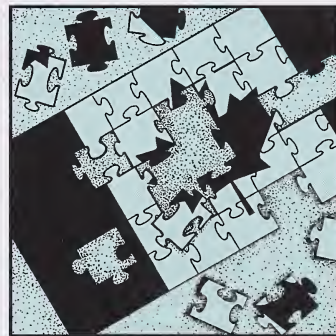
Activity 3: How Canadians See Themselves 14

Follow-up Activities 24

Extra Help 24

Enrichment 26

Conclusion 30



SECTION 2:

NATIONALISM 31

Activity 1: The Nature and Development of a Canadian
Identity 32

Activity 2: Canada Matures as a Nation 40

Activity 3: Regional Perspectives on Identity 48

Follow-up Activities 63

Extra Help 63

Enrichment 64

Conclusion 66

Assignment 66



SECTION 3:

HOW CANADIANS SEE THEMSELVES	67
Activity 1: The Nature of Canadian Identity	68
Activity 2: Bilingualism	73
Activity 3: Multiculturalism	90
Follow-up Activities	108
Extra Help	108
Enrichment	109
Conclusion	112
Assignment	112



SECTION 4:

HOW OTHERS SEE CANADIANS	113
Activity 1: Features of Canadian Identity	114
Activity 2: In the Shadow of the Stars and Stripes	116
Activity 3: The United Nations	129
Activity 4: Canada and NATO	140
Activity 5: Foreign Aid	147
Activity 6: Immigration	157
Follow-up Activities	166
Extra Help	166
Enrichment	167
Conclusion	169
Assignment	169



MODULE SUMMARY

170

Final Module Assignment	170
-------------------------------	-----

APPENDIX

171

OVERVIEW

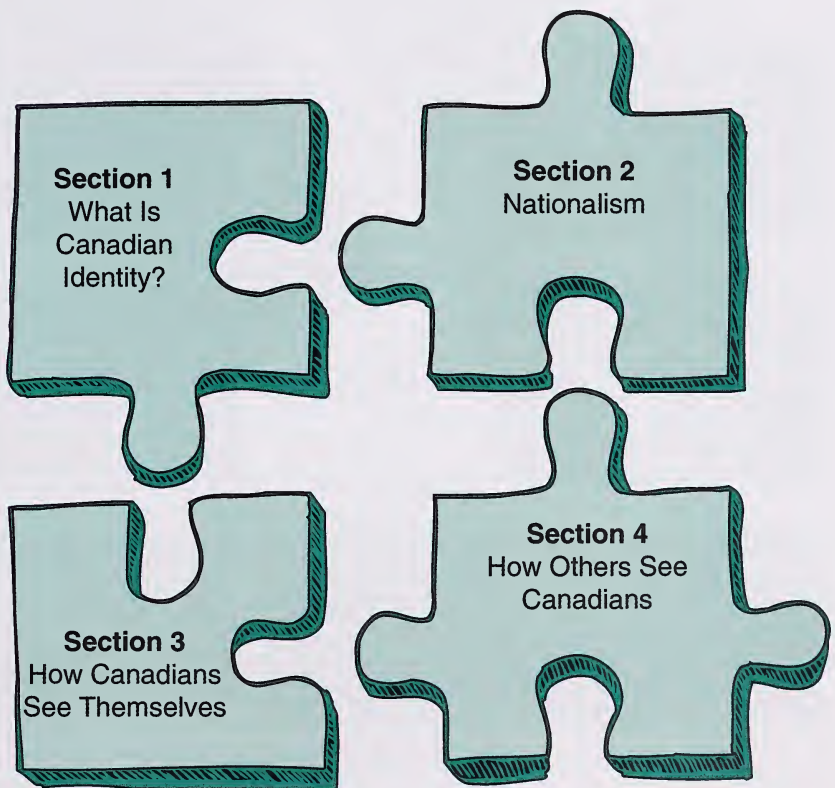
Canada has developed a unique culture. There are distinctive Canadian singers, authors, painters, athletes, and actors/actresses (stage, movie, and television performers).

However, Canadians spend much of their time attempting to explain to the British why they are not Americans and to the Americans why they are not British.

Does Canada possess a unique identity?

Do Canadians possess an identity that is common throughout the nation, understood by most as being Canadian, and understood by the rest of the world as being the true perception of a Canadian? Your study of this module will help answer this question.

IDENTITY



Evaluation

Your mark in this module will be determined by your work in the Assignment Booklet. You must complete all assignments. In this module you are expected to complete three section assignments and a final module assignment.

The assignment breakdown is as follows:

Section 2 Assignment	30%
Section 3 Assignment	30%
Section 4 Assignment	25%
Final Module Assignment	15%
TOTAL	100%

Course Overview

Social Studies 10 contains six modules.



Module 1
Regionalism



Module 4
Politics and
Government



Module 2
Sovereignty



Module 5
Citizen
Participation

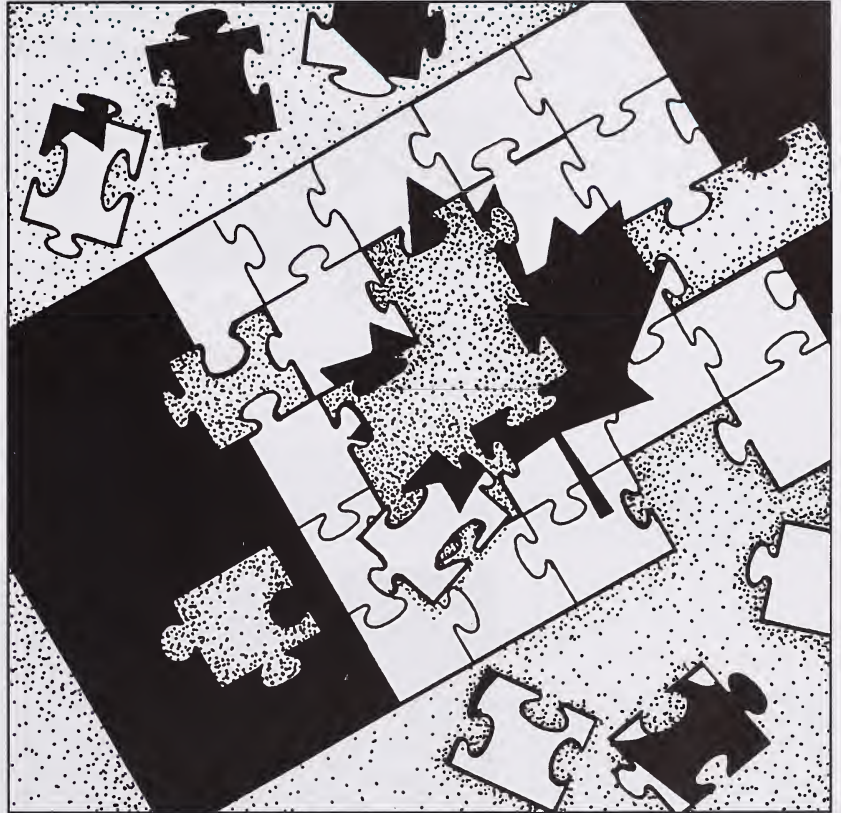


Module 3
Identity



Module 6
Rights and
Responsibilities

What Is Canadian Identity?



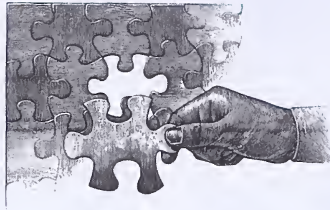
Canada became a nation on July 1, 1867. In the span of its brief history as a nation, it is argued by many that Canadians have yet to develop a distinctive identity. Others argue that a unique distinctively Canadian identity does exist and must not be measured against the identity of other nations such as Britain or the United States.

This section of the module will examine individual identity, group identity, and eventually Canadian identity. The general features of Canadian identity will be presented. You should acquire an understanding of the effects of symbols, sports, and culture on the development of identity.

*National identity: those characteristics that give a country a form or shape or appearance that people recognize as distinctive of that country; the identifiable distinctive character of an individual nation
Often the characteristics become a source of great pride; hence, nationalism.*

A **national identity** is derived from a group of people living within a defined geographical boundary and sharing common characteristics. Some of these characteristics are language, literature, music, religion, food, dress, games, and entertainment. These characteristics, when viewed in total, comprise a nation's culture; and it is this culture that promotes the nation's identity.

Activity 1: What Is a Canadian?



Give some thought to the title question. What images, phrases, or descriptive words come to mind when someone asks that question? Well, obviously a Canadian is someone who was born in Canada and/or who lives in Canada.

What else is there to being a Canadian? Comparisons are useful. Perhaps you could be more objective by thinking about nationalities if you considered “What is a Norwegian?” or “What is an Egyptian?” What characteristics possessed by these people provide them with a unique identity? Would an Egyptian struggle with the question “What is an Egyptian?” in the same way or to the same degree as a Canadian puzzles over “What is a Canadian?”



A citizenship judge welcomes a new Canadian.

¹ The *Edmonton Journal* for the photograph by Jim Cochrane from January 28, 1992. Reprinted by permission of The *Edmonton Journal*.

Canadian individual identities are a collection of many factors. What key characteristics of yourself would you mention when asked to introduce yourself to a group of strangers? You might begin by talking about your family, where you live, your physical characteristics, your ambitions, your likes, dislikes, and beliefs. In addition to personal identities, you have group identities. You are members of a family, a club, a school, a neighbourhood, a city or town, a province, and a country. All personal and local identities merge to form part of the Canadian identity.

What factors identify Canadians as a group? You will return to this question throughout this section.

1. List four factors that can make up a personal identity.

- _____
- _____
- _____
- _____

Check your answers by turning to the Appendix, Section 1: Activity 1.

A nation's culture may be shown through these elements:



Read the following article while keeping these questions in mind:

- What items did you recognize in the catalogue of Canadiana?
- Which items were new or unfamiliar to you?
- Is this how you picture Canada?

Calèche: a two-wheeled horse-drawn vehicle from Quebec

Do you recognize all these distinctly Canadian items?

It has been said that Canada is a patchwork of imported ideas – French, English, Scottish, or American; that we possess little or nothing which cannot be found elsewhere. There are Canadian customs, if we choose to find them; Canadian things which are very much our own, suggesting this country and no other. It is perhaps not too juvenile to try to make a list of some of these – a catalogue of Canadiana to form a composite picture. What might be included? A constable of the Royal Canadian Mounted Police – and Canada has no better symbol; a sheaf of Marquis

wheat; a Canadian landscape painting; a beaver pelt; a silvered church spire in French Canada; a bar of nickel; a bush pilot; a pair of moccasins; the Wolfe-Montcalm monument at Quebec; a tube of insulin; a totem pole; a *calèche*; a cake of maple sugar; a Hudson's Bay blanket; the song *Alouette*; a hockey stick; *The Canadian Boat Song*; a pair of snow-shoes; a roll of birchbark; a silver fox; a canoe; a Canada goose; a grain elevator; a lacrosse stick; a boom of logs; a buffalo; the Quebec Citadel; a maple tree; the opening of Parliament in winter.¹



¹ "A Second View of Canada" by Vincent Massey © 1943.

Here is an opportunity to test your general knowledge of Canada. The questions will help uncover some aspects of Canadian national identity. Write brief answers to the following:

2. Where is Canada located geographically?

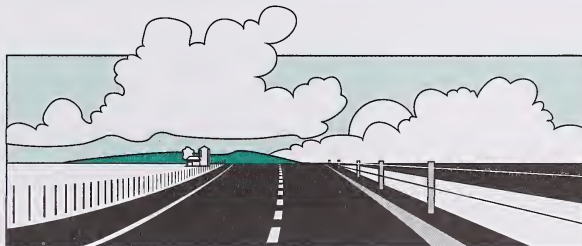
3. What are some distinguishing physical features of Canada?

4. What resources is Canada noted for having?

5. Name some Canadian industries.

6. What ethnic groups come to mind when describing the Canadian population?

Check your answers by turning to the Appendix, Section 1: Activity 1.



Key Features of the Canadian Identity



Did you find it difficult to record a few ideas for each of the previous questions?

What makes Canadians unique and different from other people? Look at some key information under five features of Canadian identity.

Renewable resources: resources which are continually replenished, such as forests and water

Non-renewable resources: resources which are depleted with use, such as oil and minerals

Multicultural: having a variety and mix of ethnic backgrounds
In Canada, all ethnic groups are free to practice their unique customs.

- **Geography**

- huge country; second largest in the world
- many geographic regions
- northerly location

- **Natural Resources**

- tremendous wealth of resources
- wide variety of **renewable resources**
- many **non-renewable resources**

- **Canadian Society**

- modern urban setting for most citizens
- Industry and technology strongly influence our lifestyle.

- **Cultural Component**

- bilingual (Both French and English are official languages.)
- **multicultural**

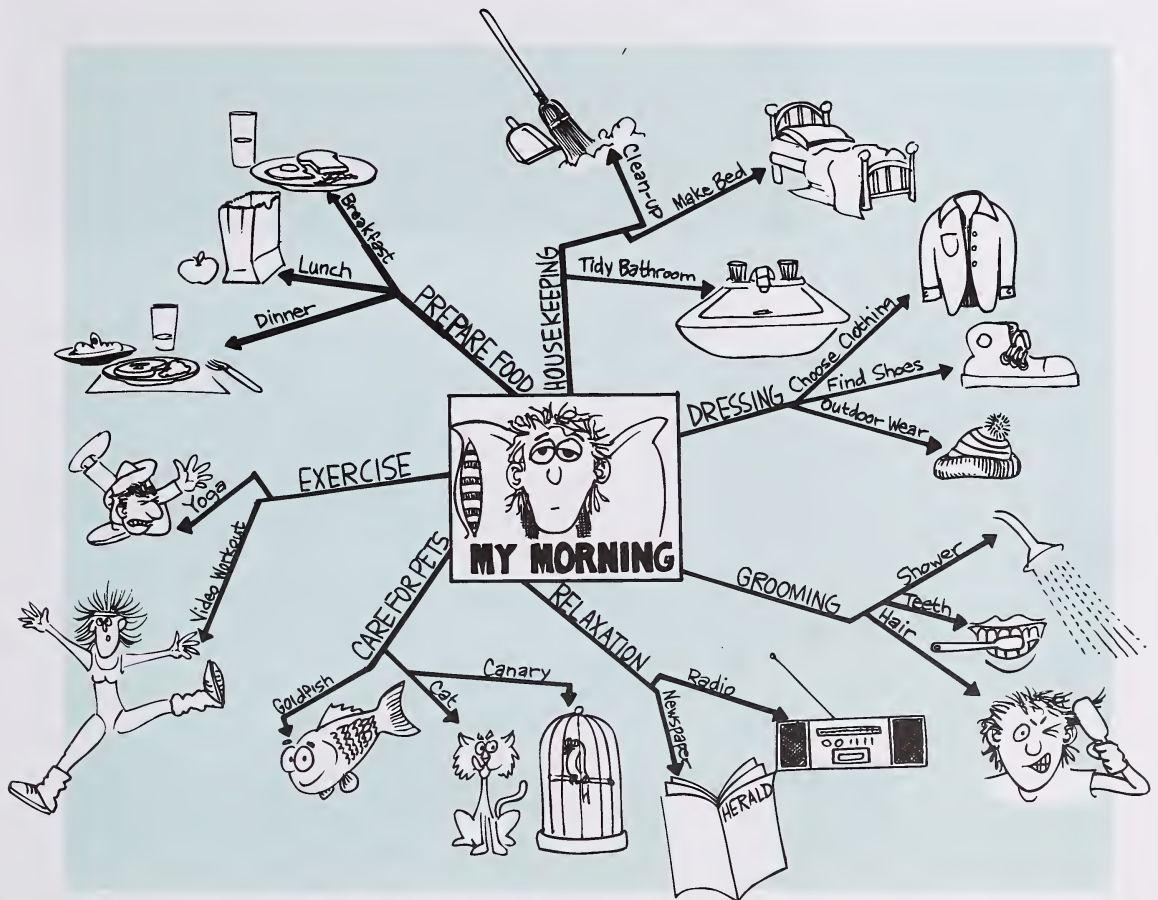
- **World Position**

- many political, cultural, and economic influences present

Concept-Mapping or Mind-Mapping the Canadian Identity

Suppose you were assigned an essay on the topic *Getting Ready for School/Work*. A good way to prepare for it would be to make an outline. There is another way, as well, called concept-mapping or mind-mapping. Look at the following example.

Morning Preparations For School/Work



As you can see, concept-mapping is a great way to organize and outline your ideas. It would then be easy to write a few paragraphs from the ideas organized in your mind-map.

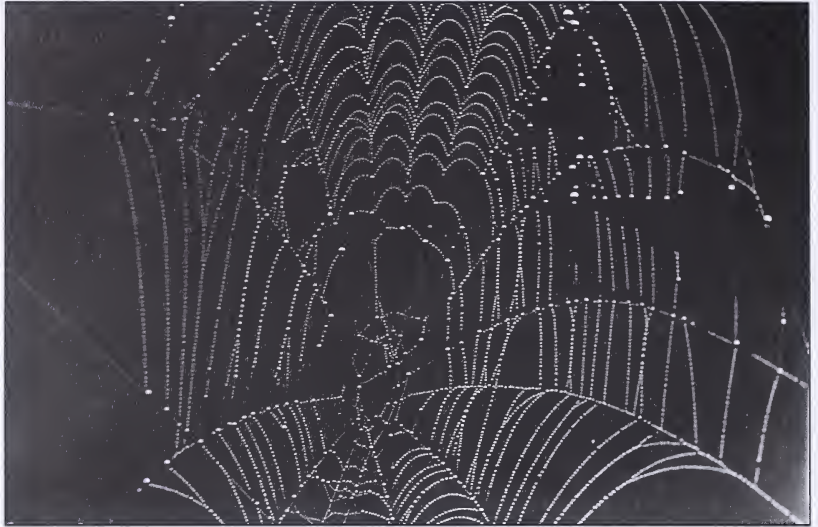


PHOTO SEARCH LTD.

A mind-map has been roughly described as being like a giant spiderweb in shape and design. Pictures, words, diagrams, and connecting lines provide a type of scaffolding that benefits you in two important ways. First, a mind-map helps summarize and recall information by streamlining data from articles and books. Secondly, a mind-map can be used as a writing tool. It acts as an advanced organizer or a sophisticated outline to generate ideas and form an overall plan to follow when writing begins. Concept- or mind-mapping is an asset to memory. There is a connection between visual symbols and verbal labels.

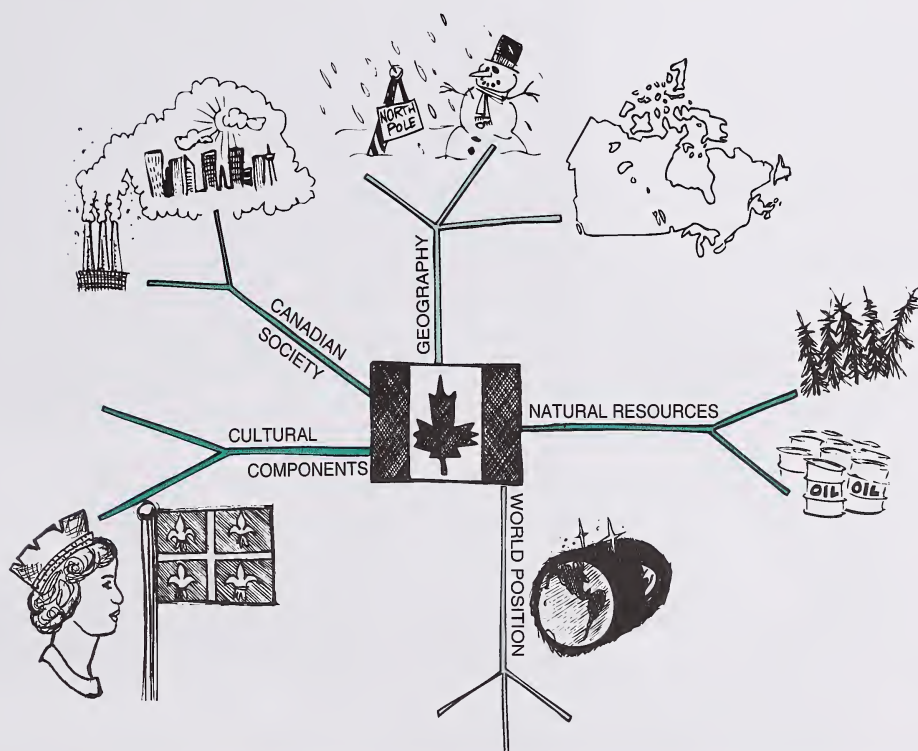
Here are a few simple guidelines, but remember mind-mapping is your own creation:

- Draw a large shape (circle, square, symbol) in a central position on the page to represent the main topic. Label it.
- Draw heavy lines from the centre extending in all directions to represent main secondary ideas related to the topic. Label each line with one major idea.
- Several smaller lines will branch out from each main line to indicate supporting details. Each one is labelled.
- Take time to print the wording for all labels to make the information easier to read and retain.

- Use a variety of colours because colour connections are an important memory aid. Choose one colour for each major idea and its network of lines, labels, and symbols.
 - Doodling and any little personal sketches you wish to add to spice up your map will make the points easier to remember.
7. Now concept-map the information found in the previous article *Key Features of the Canadian Identity*.

The main ideas have been placed on the mind-map. You need to add the supporting details. Some of the pictures will act as clues for you, but feel free to add your own pictures as well.

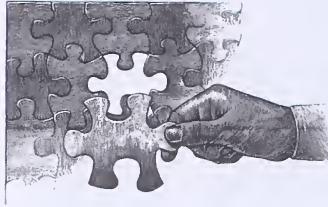
Key Features Of The Canadian Identity



Check your answers by turning to the Appendix, Section 1: Activity 1.

Activity 2: Identity and Symbols

Symbol: a simple way of representing a thing or an idea



What is a **symbol**? A symbol is a simple way of representing a thing or an idea. It is something that stands for something else. Symbols may bring to the surface vague feelings about the Canadian identity.



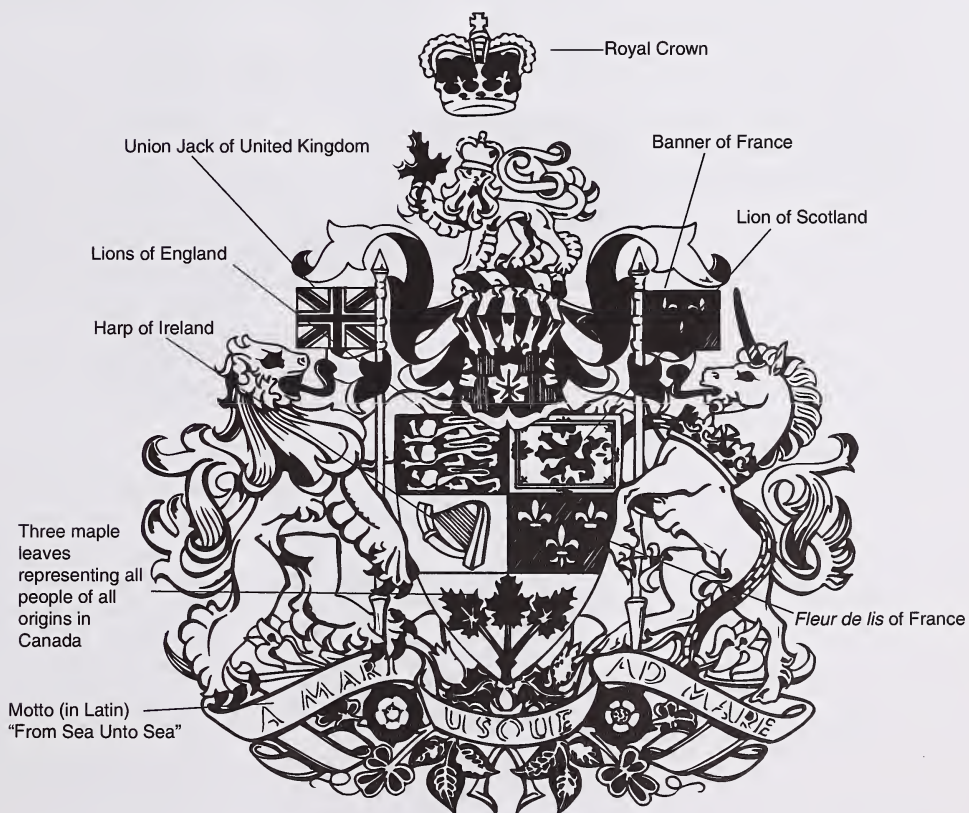
NAC 11749 The old Canadian flag is lowered February 15, 1965.

Government buildings, coins, stamps, the flag, and the anthem (*O Canada*) provide some national symbols that are part of the Canadian identity. The beaver and maple leaf are recognized as being true Canadian symbols. In 1965 a new red and white Canadian flag was adopted featuring the maple leaf.



The new maple leaf flag is recognized as a symbol of Canada.

Canada's coat of arms is also one of its national symbols. Carefully study the coat of arms.



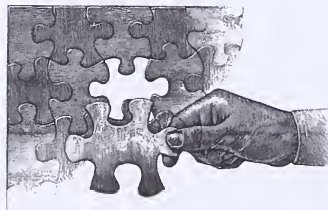
1. The different national flags and symbols in the coat of arms indicate that Canada's identity is derived mainly from which nations?

2. What do the three maple leaves indicate?

Check your answers by turning to the Appendix, Section 1: Activity 2.

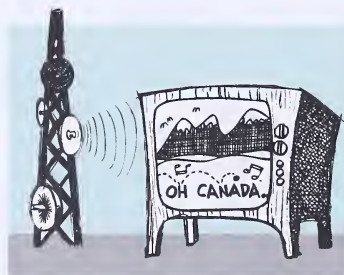
Activity 3: How Canadians See Themselves

Cultural Aspects of Canadian Identity



Following are the views of three speakers discussing Canada's culture. It should become readily apparent to you that these three differ in their perception of whether or not Canada has a unique identity. For the most part, they accurately represent the views in some degree of the majority of Canadians.

While reading their comments, try to determine with which of the speakers you would most readily identify.

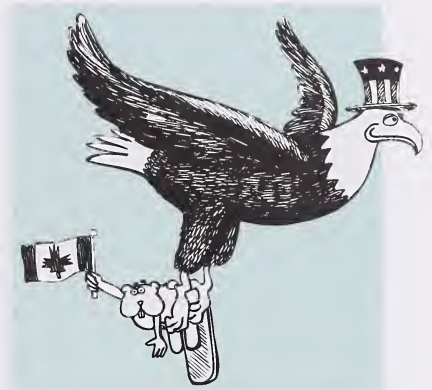


Speaker X: Most Canadians agree that Canada must protect its cultural industries – music, the arts, radio, television, and publishing – from foreign influence and takeover. Over the years, the Canadian government has established agencies and programmes which have encouraged the growth and development of the arts, radio, and TV. Such agencies include the Canadian Radio and Television Commission (CRTC), the National Film Board, and the

CBC, just to name a few. I believe the government must continue in these efforts to promote a distinctive Canadian cultural identity.

The 49th parallel of latitude marks the Canada-U.S. border from Ontario to the Pacific Ocean.

Speaker Y: Our Canadian identity will soon dissolve completely. Canadians are overrun with the American presence in television, music, sports, and literature. American news and American perspectives on world events filter into our news broadcasts. A distinct Canadian identity has never flourished. First, we were heavily tied to British practices. When those connections were weakened, we fell under the shadow of the overpowering American influence.



Speaker Z: Our Canadian identity is alive and healthy. Because of our closeness to the United States, we are naturally exposed to their lifestyles. But other countries are also influenced by the Americans – Japan, for example. While there are some prevailing influences over our border, each country maintains a unique culture. Both Canada and the United States proudly promote their own institutions, history, traditions, customs, and symbols.

1. Identify the speaker that is of the opinion that the U.S. culturally dominates Canada.

2. Which speaker would support the position that many countries have their own culture changed by U.S. influences?

3. This speaker would most disagree with this statement: Both countries cherish their history, literature, institutions, and symbols.

4. Which speaker would support a government program to promote the Canadian film industry?

5. Which speaker would agree that Canada's culture has been influenced to some degree by the U.S.?

Check your answers by turning to the Appendix, Section 1: Activity 3.

***Culture:** the way a group of people pattern and organize their lives, beliefs, customs, skills, and arts*

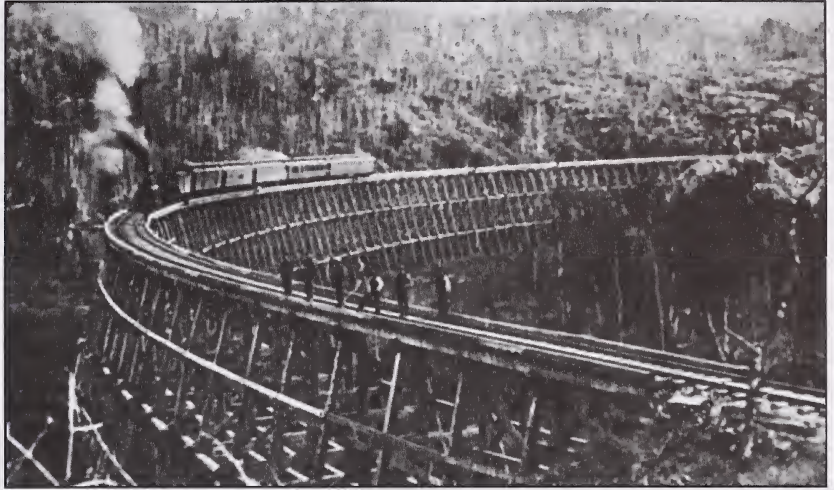
Culture and History

In addition to sports, a unique **culture** also provides a nation with its sense of identity. Culture is defined as the sum total of the attainments and activities of a people, including their music, art, traditions, language, and history. For a nation to develop a tangible identity, it must feel a sense of pride in its history. History tells people about their past accomplishments and helps them to better understand themselves and how they developed as a nation.

History is only a part of a nation's culture. Other aspects are the arts and music. These all reveal a group's uniqueness. As a group, Canadians take pride in their culture; they are proud of the artists and musicians who promote the Canadian culture.

One of Canada's greatest national accomplishments was the construction of the Canadian Pacific Railroad. Construction of the main Canadian Pacific line began on June 1, 1875 at Fort William, Ontario. The last spike was driven at Craigellachie, B.C. on November 7, 1885.

- The railroad provided a ribbon of steel that tied Canada together from East to West, keeping British Columbia in Confederation. B.C. joined Confederation in 1871 with the promise of a railway connecting it to the rest of the country. Construction of the railroad stopped B.C. from joining the United States.
- The railroad provided access to the prairies, which within a generation would be filled by thousands of immigrants lured by the promise of free homestead lands. This great migration to the Canadian West would firmly establish the multicultural mosaic of Canada.



Building the Canadian Pacific Railway was a condition of British Columbia joining Confederation.

Culture and Music



Gordon Lightfoot is a Canadian songwriter who has achieved international recognition. Many of Lightfoot's songs are ballads, songs that tell a story. The song you will study in this activity is an epic ballad describing the building of the Canadian Pacific Railway.

It is through such songs and stories that a nation begins to define and understand itself. Such songs build a sense of nationalism in a nation's accomplishments by describing to the citizens what they have done in the past that was worthwhile, important, and unique. These songs serve to give citizens of a nation a sense of identity and unity.

Canadian Railroad Trilogy

There was a time in this fair land
when the railroad did not run,
When the wild majestic mountains stood
alone against the sun.

Long before the whiteman, and long
before the wheel,
When the green dark forest was too
silent to be real.

But time has no beginnings and
history has no bounds, As to this verdant
country they came from all around.
They sailed upon her waterways and
they walked the forests tall. Built the
mines, mills, and factories for the good
of us all.

For they looked in the future and
what did they see? They saw an iron
road running from the sea to the sea.
Bringing in the goods to a young
growing land, all up from the seaports
and into their hands ...

Bring in the workers and bring up the
rails. We gotta lay down the tracks and

tear up the trails. Open her heart; let the
lifeblood flow. Gotta get on our way,
'cause we're movin' too slow.

Behind the blue Rockies the sun is
declining. The stars they come stealin'
at the close of the day. Across the wide
prairie our loved ones lie sleeping.
Beyond the dark forest is a place far
away.

We are the plow-boys who work upon
the railway. Swingin' our hammers in
the bright blazin' sun. Livin' on stew
and drinkin' bad whiskey. Layin' down
track' til the long days are done. Yeah,
bendin' our backs' til the railroad is
done.

Now the song of the future has been
sung. All the battles have been won, On
the mountain tops we stand, All the
world at our command, We have opened
up the soil with our tear-drops and our
toil.¹

-
-
6. How does Gordon Lightfoot describe Canada? List some of the key words and phrases he uses.

7. In what ways does Lightfoot capture the historical significance to Canada of the building of the railroad?

¹ ©1965 Warner Bros. Inc. All Rights Reserved. Used by permission.

8. These are attributes, according to Lightfoot, that the nation should receive while developing an identity:

- majesty of the land
- pride in the people
- resource wealth of Canada
- national sacrifice and diligence
- a bright future

Read the following quotations from Lightfoot's song. Name the appropriate attribute to each quotation.

- a. On the mountain tops we stand, All the world at our command

- b. Open her heart; let the lifeblood flow

- c. Behind the blue Rockies the sun is declining

- d. We are the plow-boys who work upon the railway. Swingin' our hammers in the bright blazin' sun

- e. We have opened up the soil with our tear-drops and our toil

- f. Built the mines, mills, and factories for the good of us all.

- g. When the green dark forest was too silent to be real.

Check your answers by turning to the Appendix, Section 1: Activity 3.



Could you compose a song about Canada?

PHOTO SEARCH LTD.

Culture and Sports

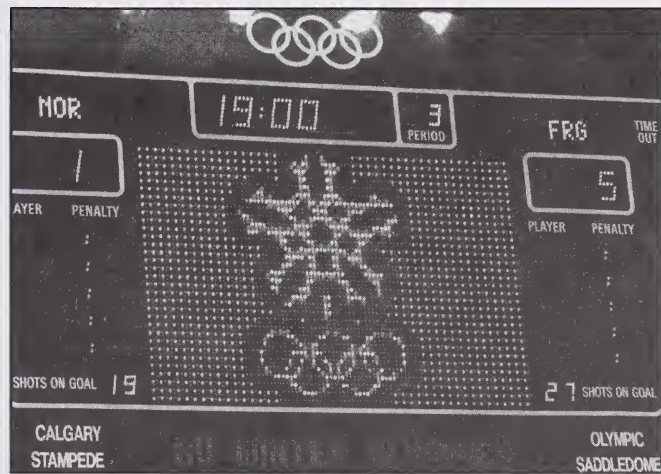
How have sports contributed to the development of the Canadian identity? Read the views of the following three speakers.

Did you know that lacrosse is Canada's national sport? How did it originate?



Speaker X: Canadians love sports of all types. Of course, hockey dominates but not to the exclusion of other sports. In addition to hockey, winter sees Canadians involved in skiing, curling, volleyball, and basketball. In spring and summer, it's tennis, golf, baseball, soccer, and water sports. In the fall it's football. Yes, Canadians certainly are sports-minded and let's not forget that the officially recognized national sport of Canada is lacrosse.

Speaker Y: No other nation in the world loves hockey the way Canadians do. If we are accused of being a people that rarely demonstrate our nationalistic emotions, hockey provides us with this emotional outlet. Certainly we enjoy the feats and accomplishments of our athletes in other sports, but not with the same passion, the same fervour, that hockey brings. If you can watch a Team Canada versus Russia hockey game and not be caught up in the vortex of emotion that surrounds these games, I'm not sure you could really call yourself a Canadian! To paraphrase Wayne Gretzky, "Hockey may never be as popular as football or baseball is in the States, but then football and baseball will never be as popular as hockey is in Canada."



WESTFILE INC.

Speaker Z: Achievements by Canadian athletes have been particularly impressive when you consider how big the country is and how small and scattered the population is. Internationally we are improving in every sport in which we participate. Canadians have won numerous medals at the Olympics, placing our athletes amongst the best in the world. Certainly we can take pride as a nation in the accomplishments of these young men and women.

Based on the statements you have just read, answer the following. Circle the best response.

9. All three speakers are of the opinion that
 - A. Canadians enjoy sports but should participate more.
 - B. Canadians enjoy sports and should take pride in their athletes.
 - C. Canadians should enjoy sports and should participate more.
 - D. Canadians should enjoy sports and should take pride in their athletes.
10. Which of the three speakers agree that sports is an important component of Canada's identity but would argue that certain sports are more important than others?
 - A. Speaker X
 - B. Speaker X and Y
 - C. Speaker X, Y, Z
 - D. None of the speakers
11. Which of the speakers has the opinion that, for the most part, Canadians tend to be unemotional about the feelings they have for Canada?
 - A. Speaker X
 - B. Speaker Y
 - C. Speaker Z
 - D. None of the speakers
12. Which of the following statements would Speaker X most likely support?
 - A. Canadians now change sports to match the season.
 - B. Canadians enjoy hockey, but baseball is now a close second.
 - C. Canadians enjoy hockey so much they now exclude other sports.
 - D. Canadians diversify their sports interests except in winter.
13. Which of the following would be the only statement that is derived from the statements of the three speakers that is at least partially reflective of them all?
 - A. Hockey and curling are the only true Canadian sports.
 - B. International recognition and national unity result by being involved in sports.
 - C. Sports broadcasts allow all people to participate.
 - D. Team spirit is promoted through sports.

14. The following chart lists several sporting and cultural achievements that Canadians have attained. Check appropriate boxes to show your understanding of the impact of such accomplishments.

Achievement	Unifying force for Canada	Promotes international image	Promotes loyalty for		
			city	region	country
Kerrin Lee-Gartner wins Olympic medal in downhill skiing.					
Calgary runs the best-organized winter Olympics ever, so says head of the Olympics.					
Percy Williams of Canada is the only Canadian to win two gold medals in running at the Olympics.					
Edmonton Eskimos win their fifth Grey Cup in a row.					
Montreal Canadiens set a league record for the most wins in one season.					
Canada Summer Games bring thousands of young Canadian athletes from all across the nation together in a spirit of friendly competition.					
The National Ballet completes a successful tour of Russia.					
Farley Mowat, famous Canadian writer, was denied access to the United States because of things he wrote about that country.					
The Canadian Broadcasting Corporation (CBC) announces its plan to be totally Canadian in programming content.					
A Canadian film wins an Academy Award.					

15. Briefly describe how you think cultural, artistic, and sporting accomplishments add to the Canadian identity. Give specific examples.

Check your answers by turning to the Appendix, Section 1: Activity 3.

Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the **Extra Help**. If you have a clear understanding of the concepts, it is recommended that you do the **Enrichment**.

Extra Help

1. In the reading *Key Features of the Canadian Identity* presented early in this section, five main features are mentioned. List the five features.

- _____
- _____
- _____
- _____
- _____

2. National identity has been described as those characteristics and traits that people recognize as distinctive of that country and that may be considered a source of pride. If you were visiting a foreign country and were asked to show a few objects or pictures of objects that reflected Canadian identity, which two items would you choose? Why?

- _____

- _____

3. Canadian athletes were successful competitors at the 1992 summer Olympics at Barcelona, Spain. How did their accomplishments affect Canadian identity? Answer in a short paragraph or poem.

Check your answers by turning to the Appendix, Section 1: Extra Help.



Megan Delehanty, who pulled an oar in the Canadian women's eight at the Olympics, brandished gold when she came home to Edmonton on Tuesday.¹

¹ *The Edmonton Journal* for the photo from August 12, 1992, p. A1. Reprinted by permission of *The Edmonton Journal*.



Enrichment

Do **either** Part A **or** Part B. Part A involves a video and Part B is a print alternative. If you have access to the Canada Series video, *Identity Canada*, do Part A. If not, do part B.

Part A

The video program *Identity Canada* is an entertaining and light-hearted exploration of the nature of Canada's main defining features. Quite a number and variety of ideas are offered in rapid succession. You may enjoy comparing your impressions of what are important items of the Canadian identity against some of those suggested in *Identity Canada*.



Does this scene depict something special about Canada?

WESTFILE INC.

The following chart presents a number of impressions from the video. Give your reactions to the statements by placing a check (✓) to indicate the following:

- Does the statement help to define or describe something special about Canada's identity? (Check yes or no.)
- Does the statement have any importance in promoting Canada's identity? (Check yes or no.)

Defines Identity?		Important		Statement
Yes	No	Yes	No	
				National identity is defined by laws and political structure.
				National identity depends upon and changes with foreign policy.
				Culture is defined through history and language roots.
				Canada is democratic and people have individual freedoms.
				Many people and many ethnic groups are blended together.
				Political and economic choices are available to all.
				Canadians believe in and practise multiculturalism.
				Multiculturalism means that a lot of different people get along well together.
				Canada is too spread out; people are too separated.
				The country is too big.
				Nature dominates Canadian life.
				There is lots of space and Canadians are not crowded.
				People think more of their own regions than the country as a whole.
				It is a compassionate country; Canadians care for the less fortunate.
				Canadians believe that individual security through social programs is desirable.
				The weather is often rotten.
				Canadians are friendly and helpful.
				There is corruption in Canadian politics.
				The environment is relatively unspoiled.
				Canadian lifestyle is fairly relaxed.
				Canadian drivers are more polite than those in the U.S.
				Canadian culture shows European influences.
				Canadians are less aggressive and less patriotic than the Americans.
				Canadians are less aggressive and less patriotic because the U.S. was born out of war and Canada out of negotiation.
				"Right across the country, we were so excited when we were united. We formed a nation through Confederation."



Part B

This activity will help extend your knowledge about the problem of identity.

Gary Lautens is a nationally syndicated newspaper columnist. Much of what he writes is a humorous view of a particular issue. In this poem Lautens challenges you to think about what it means to you to be a Canadian. Read the poem and then answer the questions that follow.

You feel Canadian in a snow storm

by Gary Lautens

Some critics claim Canadians have no identity, but that's ridiculous. Here are just a few simple ways you can tell us from the rest of the world.

A Canadian has a white salt stain halfway up his trouser leg.

A Canadian wants a storm door for her birthday.

A Canadian considers it one of the great thrills of his life when snow doesn't stick to his shovel.

A Canadian cries when she sees the snowplow heading for the driveway she has just shoveled out.

When a Canadian thinks of Hell, she wonders what the heating bill must be.

A Canadian knows it's morning when the sky in the east turns from black to dark grey.

A Canadian wonders if the car behind is going to stop.

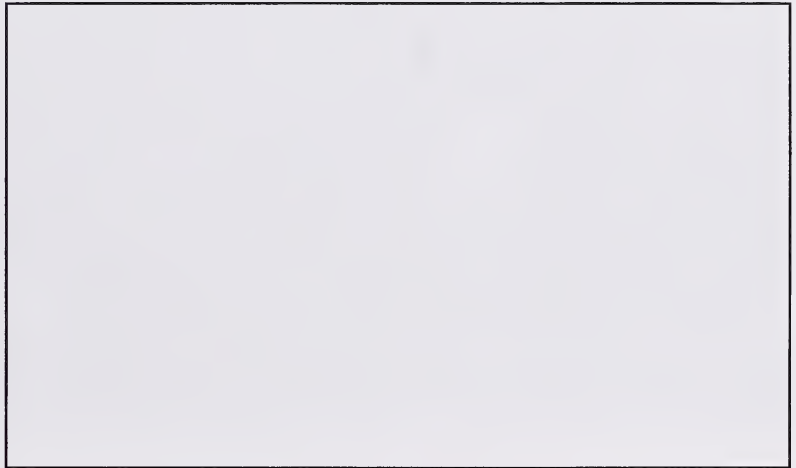
A Canadian gets a wild look in his eye and sucks on his mitts every time he passes a travel agency advertising a special to Nassau.¹



¹ Reprinted by permission of the author.

1. To what parts of Canada's identity is the poet referring?

2. Write a description or draw a picture in response to the question, "What is a Canadian?"



3. Suggest some basic goals and beliefs that you think are shared by Canadians.

Check your answers by turning to the Appendix, Section 1: Enrichment.

Conclusion

You have seen how many forces influence Canadian identity, but it should now be apparent that, while Canada does possess many unique features and characteristics, it is still quite difficult to clearly define a distinct Canadian identity. In the following section, you will examine more thoroughly how Canadians view themselves and their identity.

Assignment
Booklet

ASSIGNMENT

There is no assignment for this section.

Nationalism



"A British subject I was born and a British subject I will die!"

Do you know who made this famous remark? It may surprise you to learn that this statement was made by Canada's most important founding father and its first prime minister, Sir John A. Macdonald. Yet, when he said this over 100 years ago, most Canadians would not have been surprised in the least. It was commonly recognized, in all of Canada, except Quebec, that Canada's identity was entwined with Britain's. It is very apparent, however, that this statement no longer reflects the perception of identity that most Canadians would have today.

In this section of the module you will learn more about the nature and development of the Canadian identity. You will examine the process that has produced Canada's distinctive identity.

Activity 1: The Nature and Development of a Canadian Identity

Are Canadians unique and different, or are they just Americans with funny accents? How did your identity develop? Read the article which follows to get one author's version of how Canada's identity has evolved.

You may want to skim it first, and look at the questions, before reading in depth.

Canadians Are Not Americans



Melting pot: a society in which people have come together and have given up their individual ethnic traditions to conform to the majority way of life; a country, city, or region in which immigrants of various racial and cultural backgrounds are assimilated

What does a Canadian look like?

SAY THE WORD Australian to yourself. What mental picture do you see? A tall, lean, blond young man wearing a slouch hat and heavy boots.

Now say German. What picture pops into your mind? Or Japanese? Or Spanish? Or Swedish?

Now say Canadian. Having trouble? It's not surprising, for most nationalities have characteristics which are easily noticed by people from other countries, because of similar racial characteristics (height, hair or eye colour, colour of skin).

There is really no major physical characteristic which sets a Canadian apart from other people of the world. This is due, of course, to the fact that this country has been settled by people who came from all over the world.

The United States has often been referred to as the great **melting pot** of humanity. Like Canada, that country was settled by people from all over the world. By melting pot, we mean that all these people have come together and have given up their individual ethnic traditions to blend their lives into the American way of life. This way of life appears to be, on the surface at least, a uniform attitude towards society within their own country. A feeling of American-ness with respect to the rest of the world. They have created a race of people with very definite, identifiable, national characteristics. The *Canadian Identity* is very difficult to define. Freelance writer Bryan Shaw Rogers suggests the most outstanding feature of Canadians is the desire to be regarded as not American.

Where the United States can be referred to as a melting pot, some humourist in Canada's past has referred to our situation as being more like a fruitcake ... many ingredients making up a whole, but still remaining separate and individual.

Is there in fact, a Canadian national identity? Deep down, we all believe that there is. We all feel Canadian, but it is something which we have great difficulty in defining.

On the surface it would appear that there is no Canadian identity, and looking at the situation logically there are numerous historical reasons for this. Even Lord Durham, making his report to the British government in the 1840s, referred to Canada as “two nations warring in the bosom of a single state.”

He saw, as we still do today, the problem of the two founding nations ... English and French ... both jealously guarding their historic rights and privileges in matters of language, religion, and culture. Even today, a Canadian who is travelling abroad is invariably asked whether he is English-Canadian or French-Canadian.

In fact, we as a people could refer to ourselves as being hyphenated Canadians. We call ourselves German-Canadian, Italian-Canadian, Hungarian-Canadian, or whatever.

These separate groups have followed the lead of the French and English also retained to a large extent their language, religion and culture, and have formed separate groups living together within the Canadian *fruitcake* as a whole.

It is difficult to see any outstanding national identity. Each group seems to remain separate, and even the geography seems to have aided the isolation of different groups.

The people of Newfoundland are different in outlook from the farming communities of Ontario. The British Columbians are different from the people of the Prairies. Geographical isolation and different economic needs and desires provides another element which would seem to make the formation of a national Canadian sentiment impossible.

Yet such a sentiment does exist, if we are to believe our own inner feelings. And perhaps it is the many different cultures and outlooks which form the basis for this feeling of being Canadian.¹



¹ R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World* “Canadians Are Not Americans” April 1975, pp. 29 – 31. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.

1. In attempting to explain Canada's identity, the author uses a number of key words and terms. Using the understanding you developed by reading the article, define the following terms in your own words. If you are having difficulties, refer to a dictionary to see how your understanding of the term compares with the dictionary's definition.

- melting pot

- fruitcake (More frequently this is referred to as the Canadian mosaic. Look up the definition of mosaic.)

Check your answers by turning to the Appendix, Section 2: Activity 1.



What is your definition of a Canadian identity?

WESTFILE INC.

Canadians Are Not Americans

Historically, Canadians were either part of the French empire or the British empire until 1867, with periods when there was the possibility of becoming part of the American empire. In 1867, four colonies, under British rule, joined together in Confederation, to form the nucleus of the present day Canada.

The feeling of being Canadian has been an **evolutionary** process rather than revolutionary, ever since the days of the fur traders. In the United States, a revolution forced the inhabitants to think of themselves as something new and different. The early days of that country's history reflect the desire on the part of the people to develop their own unique lifestyle and attitudes towards the rest of the world.

They wanted to expand their lifestyle and their political system to other parts of North America. This helped the people of British North America look more to each other for support. The growth of the Canadian identity can almost be seen as the growth of the determination not to be American.

Yet this is only part of the whole picture. Canadians, by virtue of the land mass they inhabit, have tended to look northwards for national expansion contributing to an outlook and national character different from those of other countries. Despite the differences of the peoples making up the composition of this country, we have developed a Canadian outlook which has grown with each generation.

It began, of course, with the original French and British settlers in the 17th and 18th centuries.

In Quebec, the lifestyle created by an agricultural economy along the banks of the St. Lawrence River, coupled with the lives of the fur traders in the forests, led to the development of an outlook completely different from the inhabitants' native land, France.

And after the American Revolution in the late 1700s, settlers arrived in the Maritimes and Ontario from the new republic who were still loyal to the idea of British liberties and British institutions.

This loyalty was to be tested over the next century. However, it is interesting to note that, when the Americans invaded Canada during the American Revolution and War of 1812, both English and French fought together to keep their lands free of American political and economic domination.



The evolution of a Canadian identity revolved around the attempt to form a unique civilization in an environment which was European in origin yet North American in development. We watched the republican system of government to the south, and the development of written laws and constitutions governing the rights, privileges, and behaviours of the average citizen. In the end, Canadians decided that the more traditional European methods of changing the laws were more to their taste.

Evolutionary: pertaining to or relating to development or growth in gradual smaller stages, and which allows for smooth, manageable, and somewhat predictable changes

On the one hand, then, we had the American experience of rapid change and a code of rights and privileges in formal law to influence us. On the other hand we had the European process of development by individual pieces of legislation over long periods of time, leading to the same ends as the Declaration of Independence and the U.S. Constitution.

This experience prompted the founders of Canada to remain with British political institutions and to keep the reigning British monarch as the head of the new country.

This was to provide the greatest difference between Canada and the United States. Canada came of age in the latter part of the 19th century and early 20th. Canadian dealings with other countries expanded in the fields of trade and diplomacy. Other nations became aware that Canada had its own needs, its own priorities, its own national destiny different from either that of the United States or Britain. Canadians would still go to war for the Empire in South Africa in 1899 or France in 1914, but they did so as Canadians. In the Second World War, Canadians again fought as one people in Europe.

It is perhaps the loyalty to an idea of our Canadian-ness that makes us so different from other peoples yet close to each other in sentiment and outlook. This idea takes many forms . . . the common feeling of having created a workable and uniquely northern lifestyle; the desire to avoid internal conflict as much as possible by creating a happy and prosperous social climate for all Canadians; and the desire to be left alone from outside interference in the development of this social climate.



Respect for the law, respect for existing institutions, loyalty to a particular political system unique in North (or South) America . . . these are the ties that bind Canadians together. And these, coupled with the desire for a certain way of life, are the qualities which make Canadians unique in the eyes of other nations.

We are all individuals. In Canada we can retain the pride in our individual ethnic backgrounds and heritage without disturbing the common goals we share with other Canadians.

A fruitcake? Certainly, but it is precisely these differing cultural and racial backgrounds, developing within the whole Canadian context, which set us apart from other nationalities and provide us with a definite, even if difficult to analyse, national identity of our own.¹

¹ R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World* "Canadians Are Not Americans" April 1975, pp. 29 – 31. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.



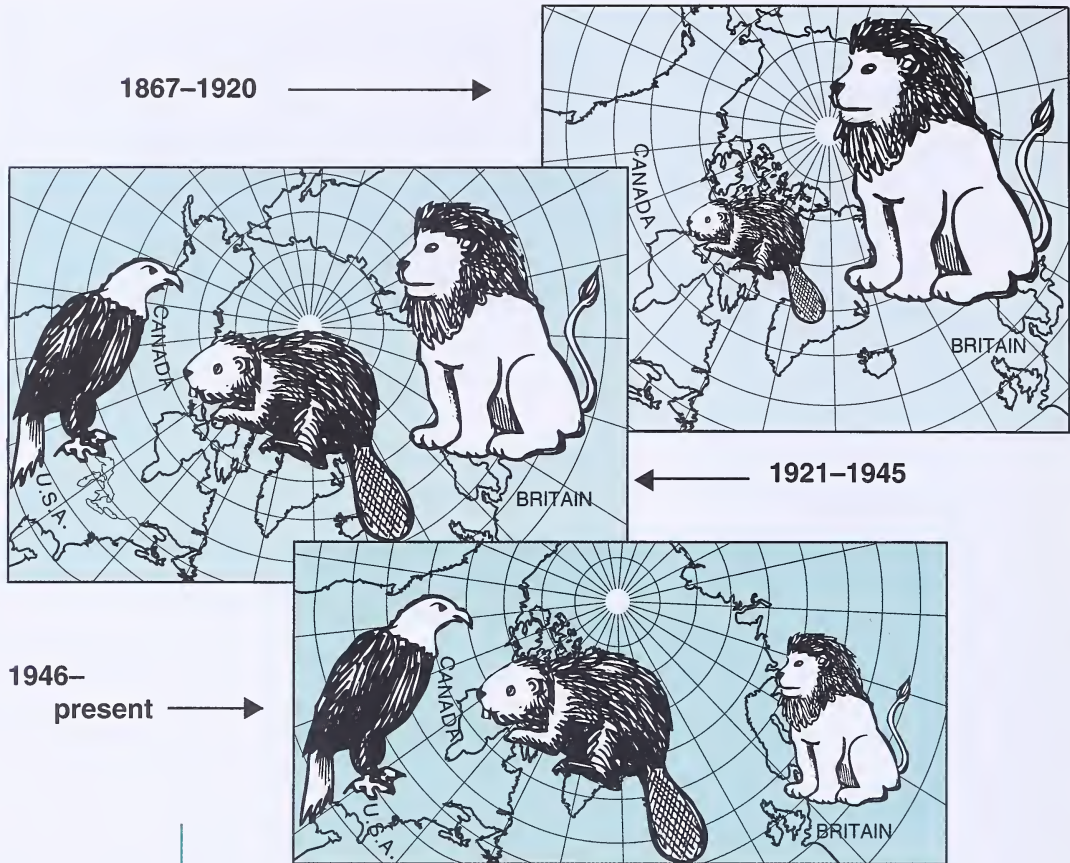
2. a. In your own words explain the meaning of the term “evolution.”

- b. The author claims that Canada’s identity has developed through an evolutionary process. Refer directly to the article and quote the passage where the author justifies (explains) this position.

3. List what you consider to be the three unique characteristics of Canada’s identity as explained in the article.

- ---
- ---
- ---

4. What effect has geographic isolation had on the development of a unified Canadian identity?



5. The three illustrations show the relationships of Canada, Britain, and the U.S. and how they have changed over the years. For each of the following quotations, indicate the time period which corresponds to the statement.

- a. "Canadian and American cultures are the same as two look-alikes in a family. The outsider sees no differences; only family members can distinguish the special features of each one."

- b. "A British Subject I was born and a British Subject I will die!"

- c. "Canada's dilemma is whether ties should be maintained with Britain or whether ties should be increased with America."

6. Each of the illustrations has a time period given with it. Think of a suitable caption for each illustration and present your ideas next to the appropriate time period.
- a. 1867 to 1920 _____
 - b. 1920 to 1945 _____
 - c. 1946 to present _____
7. If there were another sketch for the year 2000, describe what it might look like.

Check your answers by turning to the Appendix, Section 2: Activity 1.

You should now realize that Canada's identity has developed gradually. It has been like the metamorphosis of a caterpillar, growing and developing in distinct stages. Do you think the development of a distinct Canadian identity is at the final state? Has Canada become a butterfly or is it still in the cocoon?



WESTFILE INC.

Since Canada's identity has developed through an evolutionary process, you need to understand the steps in this transition. The reading *Canada Matures as a Nation* traces the steps and important developments that occurred in the evolution of Canada's identity. It will also help you become aware of the many features of Canada's identity that produce a sense of distinctiveness.

Activity 2: Canada Matures as a Nation

Canada became a nation in 1867. Since that time, vast changes have occurred throughout the world. Change has been felt in all areas of Canadian society. Canada has become more urbanized as towns and cities expand. Industry has grown and technological innovations have altered many daily routines. Immigration has brought many new Canadians to this country.

Prior to World War I, many English-speaking Canadians perceived themselves to be British subjects as much as Canadian citizens. Canada's experiences in World War I gave Canada stature as a separate, distinct country. Canadian soldiers formed their own fighting units and gained recognition for their heroic endeavours. Many years later, Canada's contribution in World War II reinforced the independent and unique identity of this nation.

Canada was originally settled by immigrants from France and Britain. In the 1920s and onward, many new immigrants arrived in Canada that were from cultures quite different from the British and French. Thus, through the ethnic composition of its citizens, Canada developed a multicultural identity.

Remember John A. Macdonald's quote at the beginning of this section.



Immigrants had to make many adjustments in their new country.

Provincial Archives of Alberta

CBC radio broadcasts helped build a sense of unity across the country. In the previous section you learned about symbols, sports, and culture which all contribute to Canadian self-concept and the sense of a unique identity. Now the American influence is acutely felt through the widespread medium of television entertainment.

1. During the 1920s and 1930s, Canada became a more multicultural nation. To what does the term “multicultural” refer? (You will learn more about the term in Section 3.)

There are two basic ways that you can answer this question. First, try to determine the meaning of multicultural from the context in which it is used in the article. If this approach does not work or you are not certain of your answer, then use a dictionary. You may find that the dictionary does not have a definition for the term. It may be necessary to break it into its component parts. First, look up the definition of the word “culture” or “cultural”; next, look up the definition of “multi”. Now you can work out a definition of the term that specifically applies to Canada by using the dictionary definition and applying it to the pertinent section of the text.

2. What three countries discussed in the article have had the most influence on the development of Canada’s identity?

- ---
- ---
- ---

3. List a few symbols that are distinctly Canadian. Check back to Section 1 if you require help.

Check your answers by turning to the Appendix, Section 2: Activity 2.

Nationalism: a feeling of pride in one's country (It may be carried to extremes, as was done in Nazi Germany under Hitler.)

Canada in the News

Take a look through a few news headings and scan some stories that may have had a bearing on **nationalism** in Canada. This is a scrapbook of some significant national events that have happened over the years.

Through looking at a selection of national historical events, you can gain a better understanding of phenomena which have had an effect on Canadian self-concept.



Lord Strathcona drives in the last spike of the Canadian Pacific Railway at Craigellachie, B.C., 1885.

As you read each selection, ask yourself these questions:

- How has this event affected Canadian self-concept?
- Has the effect been favourable or unfavourable?
- Does the event generate intense loyalty and pride in your country?
- Does the article highlight one's struggle for a sense of identity?



NAC 2735 Canadian troops in France

**THE GAZETTE 1917
VICTORY AT VIMY**

Canadian troops out-maneuvered German strategists to overpower enemy forces at Vimy Ridge, France. Canadian soldiers displayed both bravery and skill.

**THE TRIBUNE 1923
EXCITEMENT ON ICE**

All across this great country, Canadians crowded around their living-room radios to hear the first Saturday night play-by-play broadcast known as *Hockey Night in Canada*.

**HEADLINER NEWS 1942
DIEPPE SLAUGHTER**

Hundreds of Canadian lives were sacrificed in the tragic Dieppe raid. Was the decision to invade at that time a wise one?

**THE JOURNAL 1942
WARTIME PRECAUTIONS**

Now that Japan has aggressively entered World War II, the prime minister has ordered that all persons of Japanese ancestry be interned. Most of them will be sent to security camps in the interior of B.C.

THE TIMES 1950**A NEW WAR?**

The newly formed United Nations called upon Canada as an influential middle power to send 8000 peacekeeping troops to Korea to subdue hostilities in that country.

THE REPORTER 1970**THE WAR FROM WITHIN**

Prime Minister Trudeau used the powers of the War Measures Act as an emergency procedure to control the potentially dangerous situation in Quebec precipitated by the FLQ. The Quebec Liberation Front describes itself as a revolutionary movement of volunteers who are ready to die for the independence of Quebec.

THE WEEKLY ADVOCATE

1967

HAPPY 100TH BIRTHDAY

Canada is 100 years old which is a young age for a country. In Canada's centennial year, Canada is proud to host Expo '67 in Montreal. All visitors will be treated to many amazing sights at Canada's fabulous Exposition. Numerous local and regional celebrations will also be held.



NAC 26756

Bobby Gimby leads a parade of children in celebration of Canada's 100th birthday! His song, *Canada, we love thee, Canada, strong and free*, was a tribute to life in Canada.

**THE DAILY BULLETIN 1972
CRTC GETS TOUGH**

The Canadian Radio-Television and Telecommunications Commission has ruled that 60 percent of all evening prime time television programmes shall be Canadian.

**THE WESTERN PRESS 1972
FINDING NEW FRIENDS**

Today Prime Minister Trudeau explained a new policy called the Third Option which is a plan to reduce Canada's extreme reliance on the United States. Trudeau's strategy is to balance Canada's international position by increasing ties with other parts of the world.

**THE NORTHERN NEWS
1972****WE WON!**

Paul Henderson was Canada's hockey hero last night. Henderson's goal led Team Canada to victory over the Soviets in an eight-game series, with Canada's record standing at 4 wins, 3 losses, and 1 tie.

**THE PROVINCIAL
HERALD 1974****ECONOMIC
BARRICADES**

The federal government established the Foreign Investment Review Agency for the purpose of screening foreign investment coming into Canada. The purpose of economic nationalism is to keep Canada Canadian.

**THE DAILY EXPRESS 1979
MIDDLE EAST MADNESS**

Canada's ambassador to Iran has been proclaimed a hero in America. Ken Taylor helped rescue six American diplomats and helped hide them from the Iranian revolutionaries. The diplomats returned safely to the United States.

**THE TELEGRAM 1980
QUEBECKERS MAKE THE
CHOICE**

Yesterday citizens of Quebec went to the polls to express their views on the future of Quebec in relation to Canada. The Quebec Referendum indicated that 60 percent of Quebecers believe that remaining a Canadian province is a wiser decision than separating.

NEWSBREAK 1982**CANADIAN *KNOW-HOW* GOES FAR**

The latest American spaceship was launched into outer space, taking a bit of Canada with it. Canadians watched with pride as the Canada Arm did indeed function as an arm in removing a satellite from the cargo bay and propelling it into orbit. Canada's technical expertise gained widespread recognition because of this endeavour.

THE SOUTHERN STAR 1988**WE WELCOME THE WORLD**

Calgary took the spotlight as the greatest winter host in the world. The 1988 Winter Olympics organizers were praised for their tremendous success by all local, national, and international visitors.

THE CHRONICLE 1988**FREE TRADE: A HOT TOPIC!**

Canadians went to the polls to vote for federal politicians after months of arguments for and against a free-trade agreement with the United States. Both sides claim they have Canada's best interests at heart. Will the economy improve? Will Canada lose sovereignty, social programs, and its unique culture? Answers to those questions are hidden in the future.

4. You have just read a number of news reports covering a wide range of topics over many years. Perhaps some of the items can be grouped together because they are related in some way.
- a. Give an example of two or more Canadian stories that are related (give titles).

- b. Why can these stories be grouped together (relate similarities)?

5. Which news story did you like best? Why? How does it contribute to the Canadian identity?

6. a. Give the title of a news story that involves the negative side of nationalism in some way.

- b. Explain what negative aspect is involved.

7. a. Many of the news stories report both opinions and facts. Give the title of such a story.

- b. What facts are given? Give specific information from the article.

- c. What opinions are given? (Look for words that generate emotional responses.)

Check your answers by turning to the Appendix, Section 2: Activity 2.

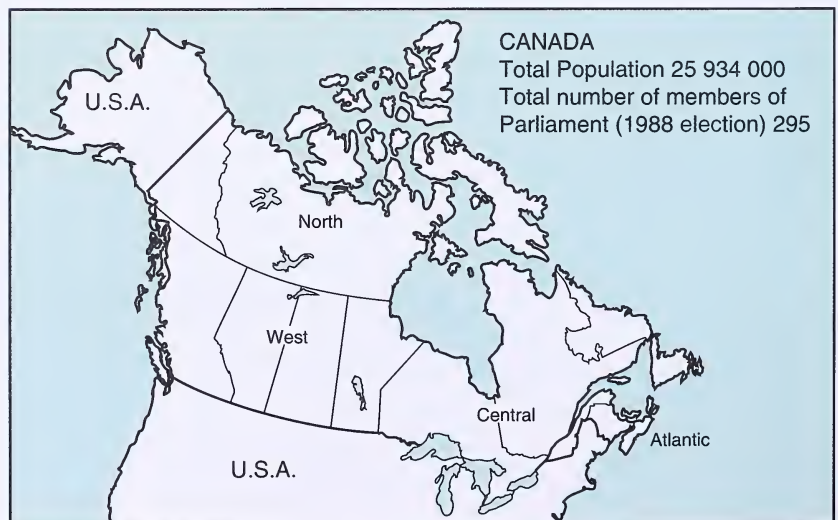
Activity 3: Regional Perspectives on Identity

Regionalism: a consciousness of and loyalty to a distinct region; development of a political or social system based on one or more such areas

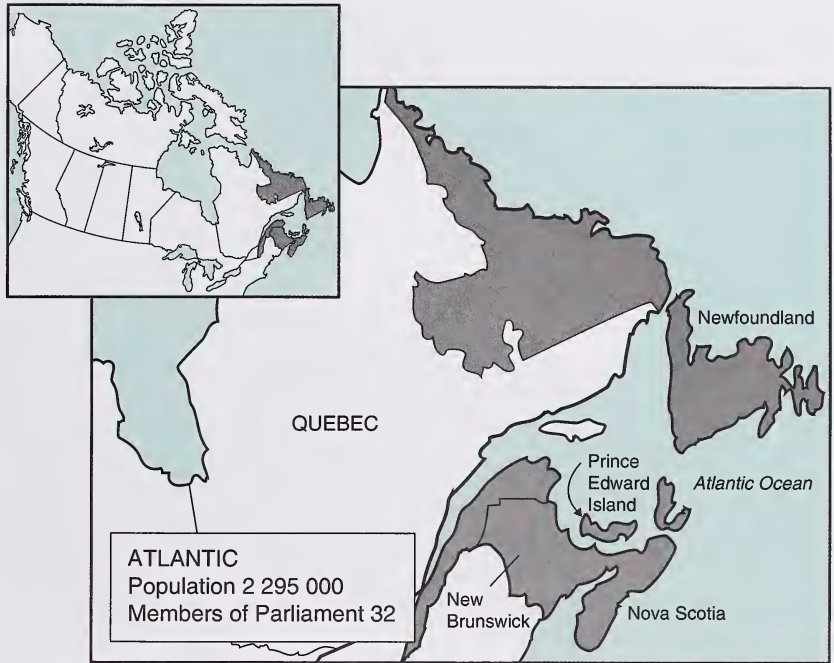
Dichotomy: the division or splitting of a whole into two contrasting or opposing parts or groups

As you have learned in the module about **regionalism**, Canada is a land of enormous geographic diversity. When this diversity is further amplified by the different historical, ethnic, and racial characteristics of these regions, the result has been the development of distinctive regional identities and intense regional loyalties. At times this diversity has been Canada's greatest strength and at other times it has proved to be Canada's greatest weakness. To truly understand and appreciate this **dichotomy** (that is, Canadians identifying both with a region and with the nation) it is necessary to realize that at times people identify more closely with regional loyalties and concerns than they do with national loyalties.

To gain a better understanding of your identity as a Canadian, a few points about each region will be briefly highlighted.



Atlantic Region

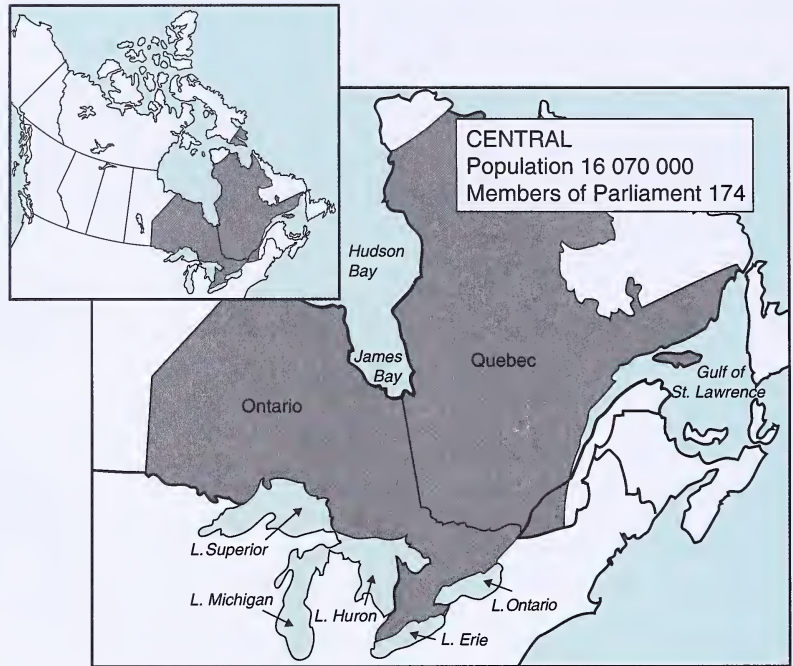


This region has a rich history. Early British and French settlements were established since the beginning of the 1600s. Approximately 10 percent of the Canadian population live in these scenic provinces. The region suffers unfair treatment which can be seen in the lagging economy, high prices for goods, and a costly, underdeveloped transportation system. Many residents have small farms or are employed in some aspect of the fishing industry.

High unemployment is an ongoing concern. For example, in August 1989, unemployment in Newfoundland reached 17 percent. Undersea oil reserves have been discovered in the region, but the provinces must be allowed to have control of these resources and receive a substantial share of the revenue from them or this advantage will be of no benefit to the area.

THIS IS – the poor relative, economically handicapped but with a proud history.

Central Region

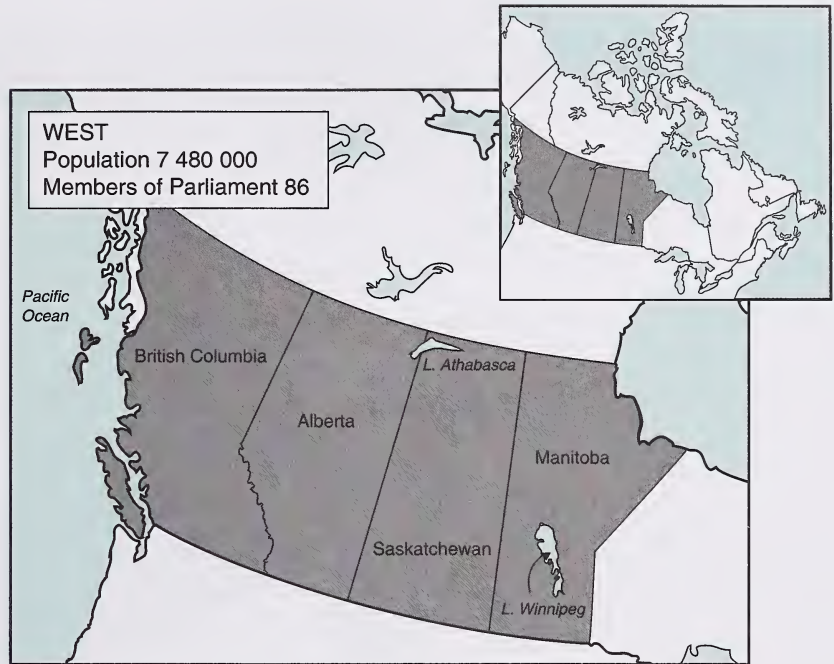


This region is considered to be the focus of power and strength in Canada with half the population residing here. The area is metropolitan, densely populated, multicultural, and predominantly industrial. It generates some jealousy from other regions; but manufacturing must be located in the central area because of the large population base, well-developed transportation system, and abundance of raw materials. If growth is limited in any way, then all regions will be hampered as well in a chain reaction.

The central area **does** have its problems linked to industrial development, namely, high pollution levels and the presence of dangerous chemicals.

THIS AREA IS – strong, influential, well off economically, urban.

Western Region

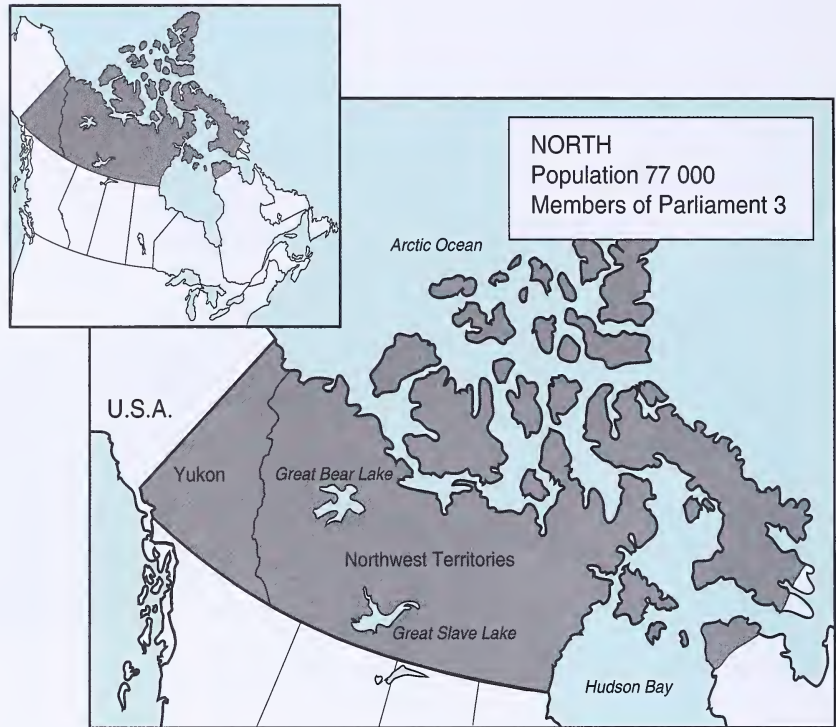


This area's history points to pioneer beginnings with its early citizens closely associated with the land through farming and ranching. Many settlers from eastern Europe chose to move here, giving the area a multicultural background.

The cost of transporting goods to and from the East has always been a major headache for the West. It has always been agriculturally oriented, but it seeks to gain greater diversity by attracting more manufacturing. The West also has some economic assets with its oil and gas supply; but it needs more money for its resources, or it can't make the most of its potential.

THIS AREA IS – good but second-best, not receiving enough recognition.

Northern Region



Many people view this as the last frontier and, unfortunately, as the last choice of places to live. Both the colder temperature and the remoteness have resulted in the region being very thinly populated. Fishing and trapping provided a livelihood for the Inuits and Natives who were the original people of the area. Gradually, more southerners were attracted with the unique northern lifestyle, beauty of the land, and some lucrative jobs.

This is a large region with correspondingly large problems. It is governed by Ottawa. Natural plant and animal life are very fragile and must be protected from damaging exploration and development. The cost of living is extremely high. Reasonable subsidies are needed to offset both climate and transportation hardships. A more equitable share of revenue from their own resources is also needed because too much of it now goes to Ottawa.

THIS IS – the forgotten land; no one understands the area and no one cares.

1. Fill in the following chart, based on the descriptions of the preceding regions. For each, list some of their major strengths or assets, as well as their weaknesses or problems. The first one has been done for you.

Region	Strengths or Assets	Weaknesses or Problems
Atlantic	<ul style="list-style-type: none">• long history• scenic• farming and fishing• oil	<ul style="list-style-type: none">• unfairly treated• high unemployment• poor transportation• neglected by Canada
Central		
West		
North		

2. a. Which one of Canada’s regions previously described do you think has the strongest sense of identity?
- _____
- b. List at least four reasons to support your opinion.
- _____
 - _____
 - _____
 - _____

Check your answers by turning to the Appendix, Section 2: Activity 1.

Factors in Creating Regional Identity

Many factors have helped to promote regional identification in Canada. The most important of these factors are the following:

Historic Factors

In Canada, history has varied dramatically from region to region and provides Canadians with a sense of at times extreme regional identity (e.g., the cowboy fits the western image of the prairie provinces; the fisherman fits the Atlantic region image.)



With what area of Canada would you associate this picture?

WESTFILE INC.

Demographic Factors

Demography: the study of population

Demography is the study of population changes and the distribution of people geographically. Different regions of Canada have different populations, ranging from 77 000 in the North to over 16 million in Central Canada.

Canada's average annual rate of natural increase: 0.7%

Life expectancy

- Males 73.04 years
- Females 79.73 years

Canada's three largest cities

- Toronto 3 427 168
- Montreal 2 921 357
- Vancouver 1 380 729



How does Canada's aging population affect regional identity?

PHOTO SEARCH LTD.

Economic Factors

Economics is the science of dealing with the production, distribution, and use of wealth. Economic differences between regions have caused much disharmony in Canada.



How have economic differences between regions affected Canadian identity? What economic problems faced by the Prairies, for example, are also faced by the Atlantic region? By the North?

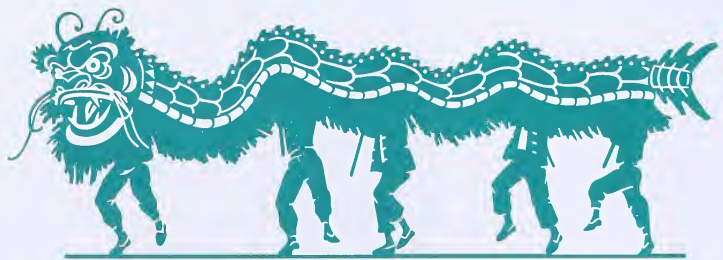
Political Factors

At some point in Canadian history, every region in Canada has felt a sense of alienation from the central (federal) government in Ottawa. This increases the idea of regional identity and distinctiveness, to the point where certain areas of the country have threatened to separate.



WESTFILE INC.

Ethnic Factors



This term relates to races or racial groups. Originally, Canada was inhabited by native peoples. As the Europeans began to dominate the continent, Canada came first under the influence of the French and later the British. These two are referred to as the founding nations.

In addition, the nation has been settled by a large number of different ethnic groups which have served to develop a multicultural or pluralistic society.



How would you describe the ethnic make-up of Canada?

WESTFILE INC.

Geographic Factors

Prime Minister MacKenzie King, in discussing the geography of Canada stated, "Some nations have too much history; Canada has too much geography." The former prime minister was referring to the fact that one central feature of life in Canada is overcoming its enormous and difficult geography.

After all, it is a five or six day drive from Alberta to Newfoundland!



In what geographic area of Canada do you live?

WESTFILE INC.

3. Which of the factors listed previously most directly helps to explain each of the following statements? Choose the **best** factor for each statement (factors will be used more than once).

The first one has been done for you.

Factor	Statement
Ethnic	Quebec is made up of a predominantly French-speaking population.
	Of the current 295 seats in the House of Commons, Ontario has 99 and Quebec has 75; therefore, to win an election you must have the support of Central Canada.
	Westerners have developed a unique culture based on a melding of various ethnic, linguistic, and cultural traditions.
	Most manufacturing in Canada is in Ontario and Quebec. These industries have traditionally been protected from foreign competition by tariffs (taxes) imposed on cheaper imported goods. This situation has resulted in higher prices on important commodities such as farm tractors.
	Approximately 1 out of every 2 Canadians lives in Central Canada (Quebec and Ontario).
	Unfair freight rates and long distances to transport goods from producer to consumer have resulted in higher prices in some regions.
	Ontario was settled in large numbers by British loyalists who wanted to control Canada and assimilate the French-Canadians in Quebec.
	A wheat farmer in Saskatchewan has more in common with a wheat farmer in the United States than he would with a lobster fisherman in Nova Scotia.
	Canada is divided by major geographic obstacles like the Canadian Shield and the Rockies. These seem to magnify the size of the nation, enhance the feeling of isolation and alienation, and promote regional identification and loyalties.
	Throughout its long history, the Grey Cup game has provided a healthy outlet for east versus west rivalries and has served to act as a unifying force in Canada.

Read the following newspaper headlines that represent issues that at some point served to promote regional loyalties in Canada. At times, the promotion of this regional loyalty has come at the expense of national unity and loyalty. At other times, these regional loyalties have served to enrich your national identity and the Canadian sense of unity.

GAZETTE

Alberta Opposes
Ottawa's
Energy Policy

DAILY TELEGRAM

B.C. Cut Off by Winter
Blizzard –
Rogers Pass
Closed

STAR

Prairies Feel
Alienated by
Unfair Freight Rates

FREE PRESS

Westerners Move East
to Find Jobs

DAILY JOURNAL

Liberals Lose Election but Retain Support
in Quebec

THE TRIBUNE

Drought Threatens
Crop Disaster for
Prairies

THE CITIZEN

Quebec Opposes
Language Section
in New Constitution

CHRONICLES

Maritime Fishermen Demand Ottawa
Stop Foreign Fishing Fleets

THE TIMES

Calgary Welcomes the World to Winter Olympics

4. Now sort the headlines into the categories which best describe them in the chart. You will put more than one headline in most boxes. An example has been done for you.

Factor in Regional Identity	Headline
Historic	
Demographic	
Political	
Economic	<ul style="list-style-type: none">• Westerners Move East to Find Jobs• Drought Threatens Crop Disaster for Prairies
Ethnic	
Geographic	

Check your answers by turning to the Appendix, Section 2: Activity 3.

Defining Canada

Lister Sinclair, author, playwright, and broadcaster, commented on Canada's qualities. This view is from his book *Notes for a Native Land*:

Like everything else, Canada (from sea to sea) is a bundle of qualities. If we are careful and sensible and lucky, most of these qualities may turn out to be advantages. Otherwise we're in trouble. As the fellow says, we had a chance to combine British government, French culture, and American know-how. Instead we're getting French government, American culture, and British know-how.



The 600 students at St. Joseph's High School stitched a giant quilt to mark Canada's 125th birthday in 1992. How have these students defined Canada?

¹ *The Edmonton Journal* for the photo from June 28, 1992, p. E1. Reprinted by permission of *The Edmonton Journal*.

5. Read Mr. Sinclair's quotation again carefully. It has to do with the nations which influenced the development of Canadian identity.

For each of the following generalizations, determine whether they are supported by the quotation or unsupported. If you believe the statement is supported by the quotation, indicate this by placing an **S** in the space provided. If you believe the statement is unsupported, place a **U** in the space provided.

- _____ a. Canada has been influenced in its development by Britain, France, and the U.S.A.
- _____ b. Canadians have the ability to draw the wrong qualities out of the wrong people.
- _____ c. Canadians have not yet developed a distinct identity.
- _____ d. The trouble with Canadians is that they are always analysing their identity to make certain they are different.
6. Which of the following statements does the author discuss as being essential to the notion of being Canadian? Circle the **best** answer.
- A. Canada is a very diverse nation, but this can be both a blessing and a curse.
- B. As a nation, Canadians have habitually made the wrong decisions about their identity.
- C. People must be careful and make those choices which will best serve to develop their qualities as Canadians.
- D. Those attributes that Canadians have received from Britain, France, and the United States are essentially unimportant.
7. Name the three countries which the author claims have influenced Canadian identity. Beside each, list one specific item which reflects this influence.

- _____
- _____
- _____

Check your answers by turning to the Appendix, Section 2: Activity 3.

Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the **Extra Help**. If you have a clear understanding of the concepts, it is recommended that you do the **Enrichment**.

Extra Help

Do the following questions to give you a better understanding of some of the concepts related to identity, nationalism, and regionalism.

1. Give the title of a news article from Activity 2 that matches each of these identity statements.

a. Canada has a distinctive English/French orientation.

b. Canada has technological expertise.

c. Canada reaches out to other countries of the world.

d. Canadian soldiers are brave and patriotic.

e. Canada is cautious of the American influence.

f. Canada has a strong hockey tradition.

g. Canadians are interested in sports.

h. Canadians are willing to help those in need.

2. Canada had a choice of following the American system of government or keeping British traditions. What alternative did Canada choose? Explain your response. (Review the article *Canadians Are Not Americans*.)

Check your answers by turning to the Appendix, Section 2: Extra Help.

Enrichment

The following questions will help extend your knowledge of nationalism and regionalism in relation to Canadian identity.

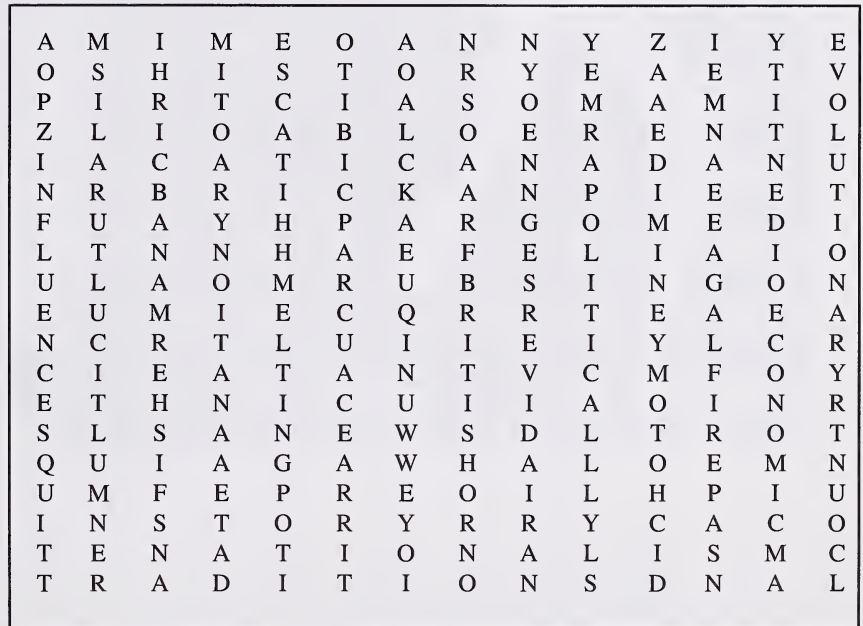
1. Explain in a few sentences why evolutionary development has been beneficial for Canada.

2. Why would differences in physical geography and economics present a challenge for Canada in building a national identity?

3. Word Search Puzzle

Following are a number of words and terms used in this section. Circle the letters of each word. Words may be in any direction.

- nationalism
 - melting pot
 - evolutionary
 - multicultural
 - dichotomy
 - demography
 - regionalism
 - economic
 - fisherman
 - world
 - year
 - story
 - factors
 - history
 - ethnic
- political
 - British
 - influences
 - diverse
 - country
 - identity
 - Canada
 - flag
 - mosaic
 - area
 - traditions
 - nation
 - unique
 - news
 - lands



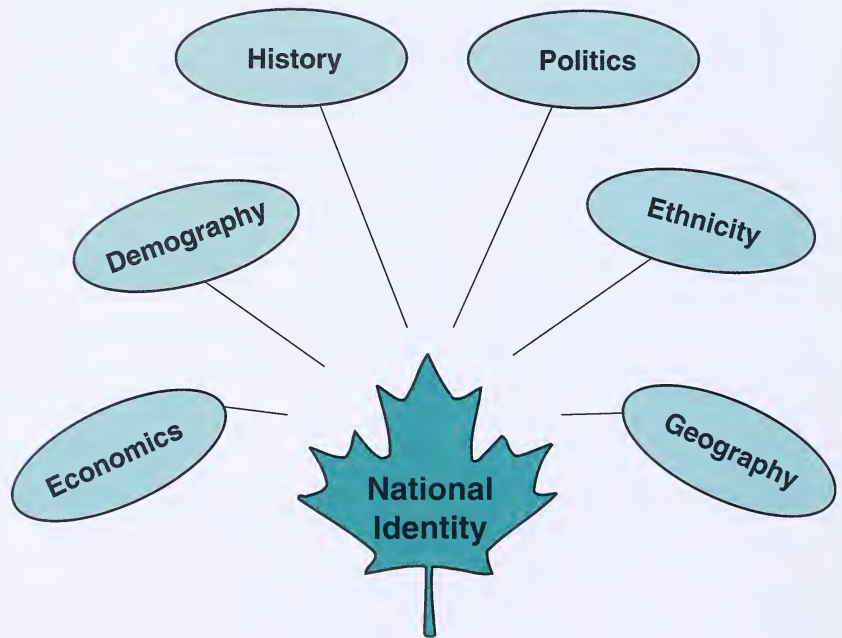
Check your answers by turning to the Appendix, Section 2: Enrichment.

Conclusion

Try imagining that your identity is like air. Scientists are able to tell you many characteristics about air. You know its chemical breakdown. You see the results of air in action in storms and wind. You have, however, never actually seen air, only its effects. It remains invisible, intangible, and untouchable.

Like air, Canada's identity has many identifiable components. It has developed through a historic evolutionary process. This process has been affected by such factors as geography, regionalism, influences from other nations, sports, and the multicultural mosaic and cultures. Yet these factors only explain aspects of the character and nature of the Canadian identity. One can see the results of this sense of identity, yet in many regards Canada's identity remains invisible, intangible, and untouchable.

In Section 3 you will learn more about how Canadians view their own identity.



Assignment
Booklet

ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.

How Canadians See Themselves



So far you have investigated the nature of Canadian identity, focussing on what influences its growth and development. You have increased your understanding of regional and national influences on Canadian identity. In this section, the emphasis is on the bilingual and multicultural nature of Canada's identity and how it has affected Canadians. Factors to be covered include self-concept, positive and negative forces, economic factors, the American influence, and attempts to promote Canadian culture.

Activity 1: The Nature of Canadian Identity

Do you now have a true understanding of what Canada's national character or identity actually is? Well, if you don't, join the club! The vast majority of Canadians are, just like you, a bit unsure about what the national identity really is. If Canada doesn't have a truly unique national identity, why not? What factors and influences have prevented this development?

Some Canadians are of the opinion that it has to do with geography. Because of such a small scattered population, it is not possible to overcome differences and develop a unique identity. Others believe that it is due to Canada's closeness to the dominating influence of the United States. In fact, former prime minister Trudeau compared living beside the U.S. to sleeping with an elephant. Why do you think the prime minister used this example? Do you think it is an accurate description of Canada's relationship with the U.S.?

Here is an opportunity to analyse an important message given in a cartoon. Check the details of this cartoon very carefully and answer the following questions.



¹ Reprinted with Permission – The Toronto Star Syndicate.

1. What country is represented by
 - a. the man on the shore?

 - b. the man's reflection in the water?

2. What is the man seeing in his reflection?

3.
 - a. In the cartoon you viewed, you were introduced to one cartoonist's perception of the nature of Canada's identity and the overwhelming effect of the influence of the United States on this identity. Of course, this is only the opinion of one man, but how accurate do you think it really is?

 - b. What statement about Canada might the cartoonist be making by showing the man carrying mittens and being barefoot?

 - c. Is this situation acceptable? If so, why? If not, suggest some ways in which the man on the shore could correct the situation and thus see his true reflection.

Check your answers by turning to the Appendix, Section 3: Activity 1.

Self-concept: how one sees oneself

Mosaic: as a political term, a society in which minority groups are encouraged to retain their separate features and traditions

The Canadian Self-Concept

The Canadian **self-concept** is the product of a number of factors which make up the uniqueness of the Canadian culture. Canadian culture recognizes two official languages and many different cultures. Canada is a composite of many different people with different national origins and various cultural and language backgrounds, all of which Canadians accept and cherish: a **mosaic**! This is part of the Canadian identity.



Canada has a bilingual and multicultural nature. Think about Canada's unique culture as you work through this section.



Bilingualism: the ability to speak two languages fluently; the policy of providing services for speakers of two languages

This pre-activity is a questionnaire. There are no right or wrong answers. Answer each item according to how you feel about the statement. Beside each statement, circle the number which best describes how you feel, according to the given scale:

Bilingualism	Disagree	Undecided	Agree
Canada should be considered a bilingual country.	1	2	3
Every Canadian should be able to speak English.	1	2	3
Every Canadian should be able to speak French.	1	2	3
Every Canadian should be able to speak English and French.	1	2	3
Every Canadian should be able to speak English and one other language.	1	2	3
A member of Parliament should be able to speak English and French.	1	2	3
Any person who seeks the office of prime minister of Canada should be fluent in both English and French.	1	2	3
This country has two basic traditions, French and English. Both groups must accept this fact. Each group has to learn to understand and respect the culture of the other.	1	2	3
A Canadian should be able to communicate with, and obtain information from, any department of the federal government anywhere in Canada, in English or French, as that person requires.	1	2	3
French minorities outside Quebec should have the same rights and privileges as the English minority has in Quebec.	1	2	3

Multiculturalism: promotion of a culturally diverse population. Many Canadians have maintained some cultural ties with their native culture (for example, Ukrainian, German, Sikh, etc.).

Multiculturalism	Disagree	Undecided	Agree
There is a great deal that Canadians gain from friendly relations with other ethnic groups.	1	2	3
Having many different cultural groups in Canada makes it difficult to solve problems.	1	2	3
It would be good to see all the ethnic groups in Canada retain their cultures.	1	2	3
It is best for Canada if all immigrants forget their cultural background as soon as possible.	1	2	3
The unity of Canada is weakened by ethnic groups clinging to their old ways.	1	2	3
A person should feel good about being Canadian and ethnic at the same time.	1	2	3



The questionnaire was included to get you thinking about your views on bilingualism and multiculturalism in Canada. As mentioned earlier, there are no right or wrong answers.

The rest of Section 3 will be devoted to an examination of these significant concepts, beginning with bilingualism.

Activity 2: Bilingualism

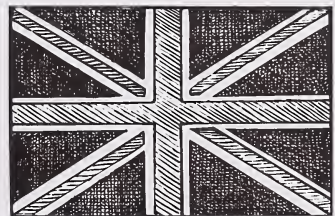
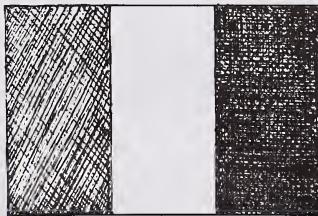
Should English and French continue to be Canada's official languages? How has Canada's bilingual nature affected the Canadian self-concept? Both questions merit further thought and study. But begin with this question: Why is Canada bilingual in the first place?

A few hundred years ago French and English explorers were first to establish bases in eastern and central Canada for exploration and trade. The next step was settlement. In the 17th and 18th century, French and British settlers arrived in this country. The British and French, therefore, are given credit for being the two founding nations of Canada. The French and English language are given special status as the two official languages of Canada.



Can you speak both French and English?

These two languages give Canada a certain uniqueness. The federal government has taken steps to make certain that both English-speaking and French-speaking Canadians have equal opportunities to take part in Canada's future.



The Royal Commission On Bilingualism And Biculturalism (Bi and Bi)

Royal Commission: a committee set up by the Canadian government to study a national problem and make recommendations to government towards resolving the problem

By 1963, the French were a minority in Canada.

Anglophone: a person whose first language is English

Francophone: a person whose first language is French

In 1963, Prime Minister Pearson appointed the **Royal Commission** on Bilingualism and Biculturalism, also referred to as the Bi and Bi Commission. Its job was to suggest how the French language and French culture could be protected. The government wanted the Commission to show how to improve the relationship between English and French-Canadians.

The Commission offered some sound general advice to all Canadians.

Suggestion 1

The **anglophones** of Canada must accept the **francophones** as their equals. They must accept the fact that Canada is a bilingual country. The Canadian people must accept the fact that Canada has two founding peoples, the French and the English.

Suggestion 2

The francophones of Quebec must forget about past injustices. They must stop blaming English Canada for all of Quebec's problems.

French-Canadians have to start thinking about what is best for all Canada. They can no longer think only of what is best for Quebec.

Suggestion 3

Francophones and anglophones must realize that many cultural groups in Canada have not been assimilated into the English or French cultural groups. They retain a clear sense of identity. They want to maintain their own linguistic and cultural heritage.

All Canadians must understand that Canada is a nation of many cultures.¹



¹ These are suggestions of the Royal Commission on Bilingualism and Biculturalism. Reprinted with permission of the Minister of Supply and Services Canada.

Here are some of the key recommendations of the Royal Commission on Bilingualism and Biculturalism:

- Canada should be declared officially bilingual.
- The national capital of Ottawa-Hull should be officially bilingual.
- The official languages of Parliament and the federal courts should be both English and French.
- Students in all provinces should have an opportunity to study both languages.
- Government services in both English and French should be provided in areas where there is a large minority of either English or French.
- Minorities in all provinces should have services available in French and English.
- French should be the main language used in government and business in the province of Quebec.
- The provinces of Ontario and New Brunswick should declare themselves officially bilingual.
- More French-Canadians should be offered employment in the federal government.

1. a. When was the Royal Commission on Bilingualism and Biculturalism appointed?

-
- b. By whom was the Royal Commission appointed?

-
-
2. Give the meaning in your own words of the term “bilingualism”.

3. Do you think the Bi and Bi Commission wanted all Canadians to be bilingual? Support your answer with good reasons.

Check your answers by turning to the Appendix, Section 3: Activity 2.

Distribution of Language Groups in Canada, 1986

Canada and Province	Total Population	English Number	French Number	Other Stated
CANADA	25 122 000	15 700 000	6 355 000	3 245 000
Newfoundland	568 000	561 000	3 000	4 000
Prince Edward Island	129 000	119 000	6 000	2 000
Nova Scotia	873 000	819 000	36 000	18 000
New Brunswick	710 000	463 000	238 000	9 000
Quebec	6 540 000	679 000	5 409 000	445 000
Ontario	9 113 000	7 098 000	484 000	1 519 000
Manitoba	1 071 000	780 000	52 000	231 000
Saskatchewan	1 010 000	827 000	23 000	159 000
Alberta	2 375 000	1 946 000	56 000	363 000
British Columbia	2 889 000	2 366 000	46 000	471 000
Yukon	24 000	21 000	1 000	2 000
Northwest Territories	52 000	29 000	1 000	22 000

STATISTICS CANADA

Note: Calculations are based on rounded data.

Figures from the 1991 census showed that the balance had not changed very much since 1986. The percentages of people speaking French and English were nearly the same. However, because the population had increased there were 17.1 million Canadians speaking English and 6.8 million speaking French. The non-official languages, languages other than French and English, had increased a bit and 4.1 million people gave them as their mother tongue.

The three leading languages after French and English were the following:

- Italian 512 000 people
- Chinese 492 000 people
- German 476 000 people

The fastest growing non-official languages were the following:

- Chinese 183 000 increase since 1986
- Spanish 83 000 increase since 1986
- Punjabi 65 000 increase since 1986



Why are these language groups increasing so quickly?

The rapidly growing language groups are the result of immigration from Hong Kong, Latin America, Pakistan, and India.



4. Check the chart indicating the distribution of language groups.
- a. Which three provinces have the biggest French population after Quebec?
- _____
- _____
- _____
- b. According to the statistics, which province in Canada has the best bilingual balance?
- _____

Check your answers by turning to the Appendix, Section 3: Activity 2.



Did the government act on the recommendations of the Bi and Bi Commission?

In 1969, the Trudeau government took some of the suggestions of the Bi and Bi Commission and made them into a law called the **Official Languages Act**. Now look at some of the main parts of the Act.



Official Languages Act: act passed by Parliament in 1969; English and French were given official language status in Parliament and the government of Canada


The Official Languages Act

The Official Languages Act was passed by the Canadian Parliament in July 1969. This Act makes French and English the official languages of the country for use in Parliament and the government of Canada. It applies **only** at the federal level.

The Act does not attempt to make everyone bilingual. It tries to make it possible for citizens to receive federal government services in both English and French. The Act deals mainly with the following two points:

- the language of service to the public
- the language of work within the federal public service

The Act does not expect all employees of the federal government to become bilingual. Nor does it require ordinary citizens to become bilingual. Simply put, *language of service to the public* means that any Canadian must be able to deal with federal institutions in English or French – when talking to officials, receiving documents, filling in forms, and so on.



Service to the public is one thing, but what of the people who work for the federal government; what are their rights?



The Act says that English and French enjoy equal status ... federal public servants must also have the right to work in their own language.



So it follows that all civil servants do not have to be bilingual. But each government institution must have a mix of both language groups along with some bilingual people.

Exactly! In a nutshell you have looked at the key points in the Act.



The Main Points of the Official Languages Act, 1969

English and French are the official languages of Canada. Both languages must be recognized in Parliament, federal courts, and government of Canada offices.

Both languages must be recognized in areas of Canada where there are large minorities of French-speaking or English-speaking people. These areas would be called bilingual districts.

Both languages must be recognized in certain sections of the federal government service. Promotions should only go to bilingual employees in those sections.

Both languages must be offered as the language of instruction in all schools in Ottawa. The Ottawa area is declared a bilingual district.¹

¹ Excerpts from the Official Languages Act, 1969. Reprinted with permission of the Minister of Supply and Services Canada.

It was clearly evident that the Official Languages Act had created much negative reaction. Both the English and the French were uneasy about some of the long-term implications for the ethnic group. Nevertheless, there was considerable public support for the move toward bilingualism.

5. a. When was the Official Languages Act passed by the Canadian Parliament?

- b. Who was Canada's prime minister at that time?

6. What was the main purpose of the Official Languages Act?

7. What does language of service to the public mean?

8. How does the Act apply to people who work for the federal government?

9. Why would both the English and the French have negative reactions towards the Official Languages Act?

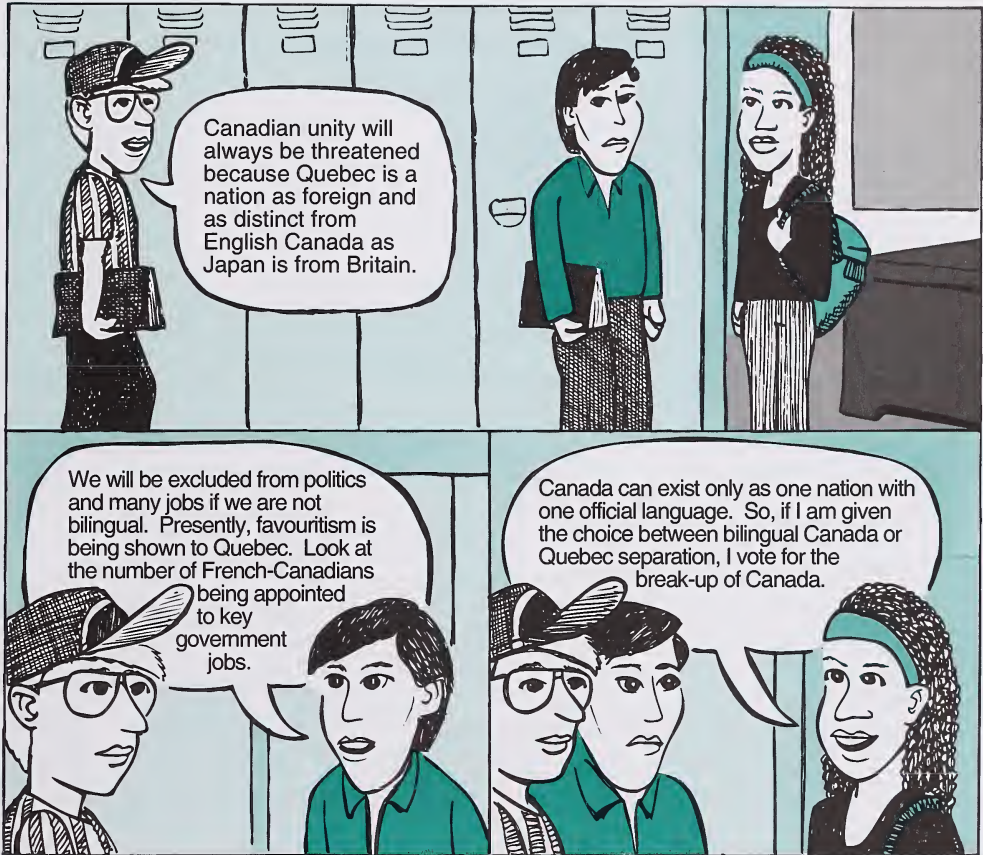
Check your answers by turning to the Appendix, Section 3: Activity 2.

Reactions

If the intentions of the federal policy of bilingualism are positive, and intended to benefit Canada as a whole, why has there been so much negative criticism?

Consider the following reactions to the Official Languages policy:





Not only English-speaking Canadians were against bilingualism. Many French Canadians felt the same way ...



Concerns over bilingualism and its effects are still present. The following conversation between a student and a teacher addresses a common concern:



You told us earlier that all civil servants do not have to be bilingual. If that is the case why was there an air traffic controllers' strike in 1976?

A good question! In 1975, the federal government proposed to make the main airport in Quebec bilingual. Before, only English had been used to communicate with pilots taking off and landing their planes in Quebec. In 1976, the English-speaking pilots went on strike because they said it was too dangerous and too confusing to use another language. On June 27, 1976 Trudeau gave in to the pilots and controllers. French would not be used at the Quebec airports.

There were a number of other concerns resulting from implementation of bilingualism. What are these concerns? How might these concerns influence the Canadian self-image?

Quebeckers willing to suffer setbacks to achieve aims

Majority believe separation would entail higher taxes

Ottawa claiming bilingual victory in public service

Separation – if it comes – can and should be peaceful

Quebec Premier Levesque has us over a barrel

Quebec states its case

More Quebeckers oppose separation

Quebec language bill is step backwards

Unity desire outside Quebec not making large impact

Language bill: Quebec road signs in French only

Jobs, not language, issue in Quebec

Toronto trial in French refused for Quebecker

91 head offices quit Quebec

Tell Quebec we care

Canadian civil war result if Quebec splits, teacher says

10. Indicate whether each of the statements here F (favours) or is C (critical of) Canada's bilingual policies.

- _____ a. increase in the learning of French by English people
- _____ b. increase in the learning of English by French people
- _____ c. increase in employment opportunities
- _____ d. French and English required for government jobs
- _____ e. second language requirement for university entrance
- _____ f. more job opportunities for bilingual people
- _____ g. French and English immersion programs established in schools
- _____ h. increased costs for implementing bilingualism in public-service industries
- _____ i. increased provincial autonomy as all provinces lobby for more influence in matters previously controlled by the federal government (e.g., energy rights, Quebec special status)
- _____ j. People feel French is not the only language and culture that deserves special recognition.
- _____ k. People feel that the French language and culture were imposed on them.

11. Review the reactions of Canadian citizens to bilingualism. Which one do you disagree with most strongly? Indicate your choice and explain why you disagree.

Check your answers by turning to the Appendix, Section 3: Activity 2.

Alberta's Hidden Heritage

- A francophone voice struggling to be heard
- “What we’re trying to do is restore an error of history.”

JEAN-CÔTÉ, AB – Although few contemporary politicians acknowledge it or know it, in the area that is now Alberta more people spoke French than English until 1885. At about this time, the use of French in courts and in legislative proceedings was entrenched in laws that, according to a recent Supreme Court ruling, remain valid until and unless the government repeals them.

By the time Alberta became a province in 1905, massive emigration from Europe had significantly changed the province’s demographics, but large parts of central and northern Alberta still had French majorities or large French minorities. There also were a few small French communities in the South, including one at Pincher Creek, near the Montana border.



In the early 1900s, Edmonton, which was first known as Fort des Prairies, was home to a large French-speaking minority and several French schools. The capital’s first two hospitals were run in French, as were many of its businesses and hotels. The residential area, just north of where the legislature was built, was a vibrant mix of French-Canadians and Jews.

Nearby settlements such as St. Albert, established in 1862, and St. Paul, opened to white settlement in 1900, were almost completely French-speaking. In those days, the town of Cold Lake was known as Lac Froid. No one in Beaumont, now a southern suburb of Edmonton, spoke English.

Franco-Albertans say their language and culture declined in Edmonton and elsewhere in the Canadian Northwest because successive generations of politicians refused to allow them to be educated in French. “If there had been the political will to give French-Canadians their rights in Alberta, fewer of us would have been assimilated and many more of us would have emigrated here from Quebec,” says Yvon Mahé. The 42-year-old teacher grew up 200 kilometres northeast of Edmonton in St. Lina at a time “when 85 percent of the people spoke French. Now it’s maybe 10 percent.”

Even in communities in the faraway Peace River Country, such as Jean-Côté, where little English was spoken, the Alberta government enforced a language quota system. For decades no more than 20 percent of any student’s classes could be in French.

Jacques Moquin, whose family has lived in Alberta for seven generations, grew up in the 1930s a few kilometres south of Jean-Côté, at Donnelly. “In the street and in the home I spoke French, but in school we were allowed only one hour of French instruction a day.”

Assimilation: when one group is absorbed by a larger group

It seemed progress had finally been made in the 1970s when Alberta introduced French immersion schools. Franco-Albertans could finally be educated in French, but there was a catch. They were obliged to study alongside less fluent and less culturally aware English-speaking students.

Critics, such as Rev. Gérard Fortier of Jean-Côté, contend French immersion schools have not arrested the **assimilation** process. “They spoke of French immersion as the way to solve the problem, but the reality is that it only helps English Canadians,” says Father Fortier, who was born in Maine and emigrated to the West in the 1940s.

“They have had English schools in Quebec for a very long time, but for us it’s always been a war. There are fanatics here, including a few in government, who are very active against bilingualism.”

To try to preserve their language and culture, parents in Northern Alberta’s 11 French parishes have demanded a French-only public school similar to two schools that were finally opened in Edmonton and Calgary after the Charter of Rights and Freedoms became law in 1982.

This September, after 70 years of negotiation with politicians and educators in Edmonton, the dream will become a reality. The St. Isidore School District will open at Jean-Côté the first publicly-financed rural French school in the history of the province.

The school, to be located in a former English-language school, lies near the geographic heart of an 80-kilometre strip of prairie in which 63 percent of the 10 000 inhabitants speak French.

That there has long been a strong demand for such an institution is clear from early enrollment figures. Within weeks of the announcement that the school could open, more than 200 students have applied for its 150 places.

To accommodate the overflow, at least four portable classroom units will have to be built.

“What we’re trying to do is to restore an error of history,” says Mr. Moquin, who is superintendent of the St. Isidore School District. “Only two things can save the French in Alberta. A better education in French will help us to acquire the proper sense of what we are, a better recognition from the English that we have the right to live in French.”

According to Father Fortier, who celebrates mass in a small Quebec-styled Roman Catholic church next to the new school, “We have never been treated well here as regards our rights. Without our own schools we lost our identity.”

“But what can we do? Schools are a provincial responsibility. Only French schools can make us completely bilingual.”

During the twentieth century, Franco-Albertans have seen their rights and numbers dwindle. They now await Mr. Getty’s decision on how their descendants will be allowed to live in the next century.¹



¹ The *Globe and Mail* for the article “Alberta’s Hidden Heritage,” by Matthew Fisher, June 20, 1988. Reprinted by permission of the *Globe and Mail*.

12. Use the information in the news article *Alberta's Hidden Heritage* to answer these questions.

- a. Assume Don Getty was the premier of the area called Alberta a hundred years ago in 1889. In his speech, Premier Getty said he would preserve the way of life people have in Alberta. What would that have meant in terms of language?

- b. Give two examples indicating characteristics of French Alberta at the turn of the century.

- ---

- ---

- c. Why did the position of the French in Alberta decline over the years?

13. Examine a map of Alberta. List the names of some places that indicate a French background.

Check your answers by turning to the Appendix, Section 3: Activity 2.

Activity 3: Multiculturalism

Biculturalism: the official policy of the Canadian government to equally recognize and promote Canada's two official languages and cultures – French and English

Earlier in this section of the module, you saw that the Royal Commission on Bilingualism and **Biculturalism** was established in 1963 to improve and strengthen relationships between Canada's French and English communities. Canada was declared officially bilingual, English and French, by the Official Languages Act in 1969. Many other languages are evident in Canada but they don't have the status of being official languages. A bilingual policy makes sense because having a multitude of official or working languages for government work and public life would be too confusing.

The Bi and Bi Commission, however, believed it would be a mistake to follow a bicultural policy which would give primary emphasis to French and English cultures. Cultures are diverse because a group patterns and organizes its life according to the influences of its history, its physical environment, and its neighbours (social environment).



Canadians are a mixture of many and varied cultures.

WESTFILE INC.

The Commission discovered there were many minority groups in Canada with their own cultural practices and close-knit associations within their own communities but in harmony with Canadian life as a whole. The Commission believed that minority groups had a clear sense of identity which must be respected. To declare Canada bicultural would possibly mean that some of the rich contributions made by the many cultural groups may not be given the high profile nor allowed the degree of expression they deserved. Furthermore, without formal recognition from the government, many worthwhile multicultural programs were faltering due to lack of adequate funding.

Here are some thoughts from former prime minister Pierre Trudeau:

Although there are two official languages, there is no official culture, nor does any ethnic group take precedence over any other ... a policy of multiculturalism within a bilingual framework (is) the most suitable means of assuring cultural freedom of Canadians.

House of Commons Debates, October 8, 1971

Make sure you understand this policy. It is a key point!

Therefore in 1971, the federal government adopted a policy of bilingualism **and** multiculturalism which stated these two items:

- Canada will have two official languages, English and French.
- All Canadians have a right to retain and preserve their own cultural heritage.

1. Define the term “multiculturalism”.

2. Why is Canada a multicultural country?

Check your answers by turning to the Appendix, Section 3: Activity 3.

Canada: A Cultural Mosaic



Challenges For Multiculturalism

Remember the terms “mosaic” and “melting pot” from Section 2? Canadian culture was also referred to as a fruitcake in that article. You will now briefly review these key concepts.

A mosaic is a picture composed of a number of small, distinct tiles or beads of different colours. In much the same way, a fruitcake has a number of different coloured ingredients (cherries, pineapple bits, nuts, etc.) which retain their identity within the finished product. These terms, then, can be used to identify a society in which minority groups (the small, distinct parts) are encouraged to retain their separate features and traditions within the larger society (the nation).

The Melting Pot

In contrast to the mosaic or fruitcake concept, a melting pot ideology takes the individual components and blends them into a homogeneous or uniform new identity.



The United States of America is a strong and patriotic nation because the melting pot idea prevails. Newcomers readily become American and adopt American ways. In a generation or two, immigrants are completely immersed into the ways of their new home. They follow a strong, single culture and set aside links with their cultural past.



The Mosaic

Canada's approach is different. Many people of different cultures, languages, races, and religions chose Canada as their new home. Yet one wonders about the degree of the commitment to the country when they retain such strong ties to their individual ethnic practices. How can Canada develop as a strong and unified nation when citizens are overshadowed by multiculturalism with each group taking a different direction? Is the Canadian sense of unity unravelling like a loose braid of rope?

Canada has a very different history from that of the United States. It is incorrect to compare the two and to suggest that because the melting pot philosophy has been good for America, it will be good for Canada.

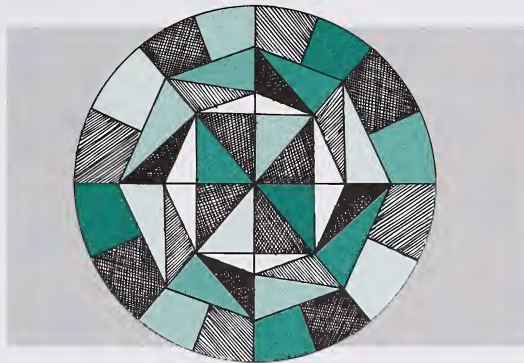
The United States was founded and developed from one dominant culture, namely, English. New Americans followed the established pattern in order to become truly American.



Right from the beginning Canada has possessed an English-French duality. The magnetic power of one all-encompassing culture did not exist. Instead, new Canadians had a choice of accepting either the dominant English or French culture of their region. Gradually they extended their choice to English/French as well as retaining some of their own ethnic practices. Of course problems exist because differences invite comparisons which allow the forces of prejudice and discrimination to appear. If Canadians encourage cultural individuality, however, hopefully citizens will become more tolerant and accepting of customs that seem new and different to them. Stimulating each group's uniqueness can lead to a richly diverse society that knows no bounds or limitations.



The Kaleidoscope



Kaleidoscope: the concept of many bright colours and shapes that are in a continually changing pattern

Canada's cultures have been called a mosaic which suggests the various cultural heritages appear as separate, distinctive units. The idea of a mosaic may be too fixed and unchanging to be a good comparison. Instead, Canada's culture might be called a **kaleidoscope** which means many bright colours and shapes that are in a continually changing pattern. Does the kaleidoscope image give you a new perspective of Canada's multitude of cultures?

¹ Reprinted by permission of Ontario Ministry of Citizenship and Culture.

Immigrant: a person who moves into a country of which he is not a native with the intention of becoming a citizen of the country; in Canada, immigrants must qualify and be accepted

Canadians are almost all either **immigrants** or children of immigrants. Immigrants can remember the country of their birth, and have no trouble in defining their ethnic origins. What about many of you who were not born here? Perhaps your parents too were born in a different country. Perhaps your grandparents were born in a different country. Do you know where your grandparents or great-grandparents were born? Knowing your ethnic origin might help you understand the culture to which you and your family belong.



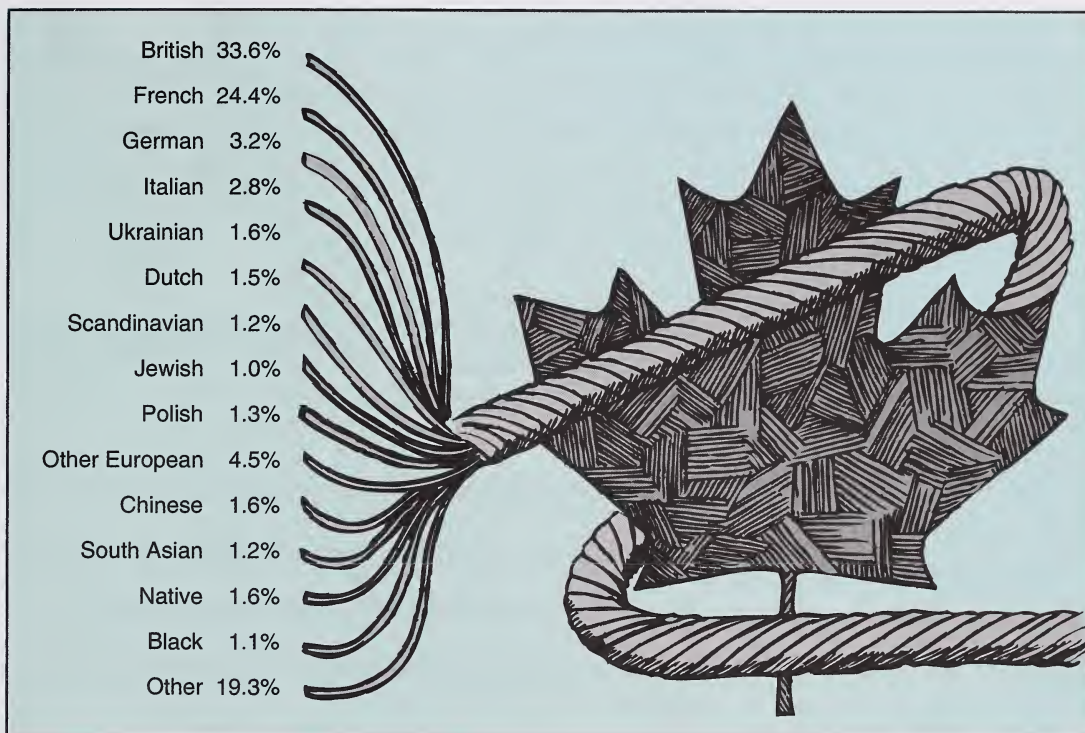
3. The American and Canadian societies were examined from the perspective of the melting pot view and the mosaic view.

a. Do you support the melting pot or mosaic concept?

b. Explain why in a few sentences.

¹ The Edmonton Journal for the photo from June 27, 1992, p. B2. Reprinted by permission of The Edmonton Journal.

Ethnic Groups in Canada



STATISTICS CANADA, 1986

4. From the information on the chart, which three ethnic groups could possibly have provided the strongest objections to a strictly bicultural policy? Why?

Check your answers by turning to the Appendix, Section 3: Activity 3.

Earlier in this module, you learned about the Royal Commission on Bilingualism and Biculturalism. The Commission not only made suggestions about the French and English in Canada, but also referred to the contribution of the various cultural groups. The Commission was strongly in favour of encouraging multiculturalism in Canada.



Following are some comments taken from a report of the Royal Commission.

- Canada has many people whose language and culture are distinctive.
- French and English can benefit from the influence of those cultures.
- All cultural groups must enjoy the right to safeguard their languages and culture.
- All cultural values are a part of Canada's national wealth.

As a result, Prime Minister Trudeau told the House of Commons how Canada could have two official languages and still support many different cultures.



The Federal Policy Of Multiculturalism

If people do not know much about each other, it is easy for them to develop distrust and even dislike. Sometimes people in a majority group know very little about various minorities. It is easy for them to see only those things about a minority that are different – for example, its style of dress or its food. Unless they make an effort to understand these difference, bad feelings can quickly result.

In October of 1971, the Canadian government adopted a policy of multiculturalism. It accepted the idea that citizens would all remain Canadians first, but peoples and cultures should retain their individual heritages as well.

The government supports the idea that cultural variety is a major part of Canadian life. It also believes that no group should have the right to force another group to change its culture. The cabinet minister responsible for putting Canada's multiculturalism policy into effect is the Secretary of State. The policy has four goals:

- The government will seek to assist all Canadian cultural groups to grow and contribute to Canada.
- The government will assist cultural groups to enjoy full participation in Canadian society.
- The government will encourage cultural groups to learn more about each other in the interest of national unity.
- The government will continue to assist immigrants to acquire at least one of Canada's official languages in order to become full participants in Canadian society.

5. In summary, what are the goals of the multiculturalism policy of 1971?

- _____

- _____

- _____

- _____

6. The goals of the federal government's multicultural policy are summarized here.

- 1 – assist cultural groups to grow and contribute to Canada
- 2 – assist groups to enjoy full participation in society
- 3 – encourage groups to learn more about each other
- 4 – assist immigrants with language instruction

Match the following list of headlines to the corresponding goals by putting the appropriate goal numbers (1 – 4) in the blanks provided.

- _____ a. New Italian Club to Receive Additional Funding
- _____ b. Government Bill Outlaws Discrimination Based on Ethnic Origin
- _____ c. TV Station Provides News in German
- _____ d. Government Provides English Classes for Vietnamese Immigrants
- _____ e. Canadian Council on Multiculturalism Discusses Concerns of Various Cultural Groups
- _____ f. Alberta Government Increases Aid to Heritage Festival
- _____ g. Ethnic Groups Discuss Common Problems at Government-Sponsored Conference
- _____ h. Government Programme Introduced to Provide Aid to Deprived Cultural Groups

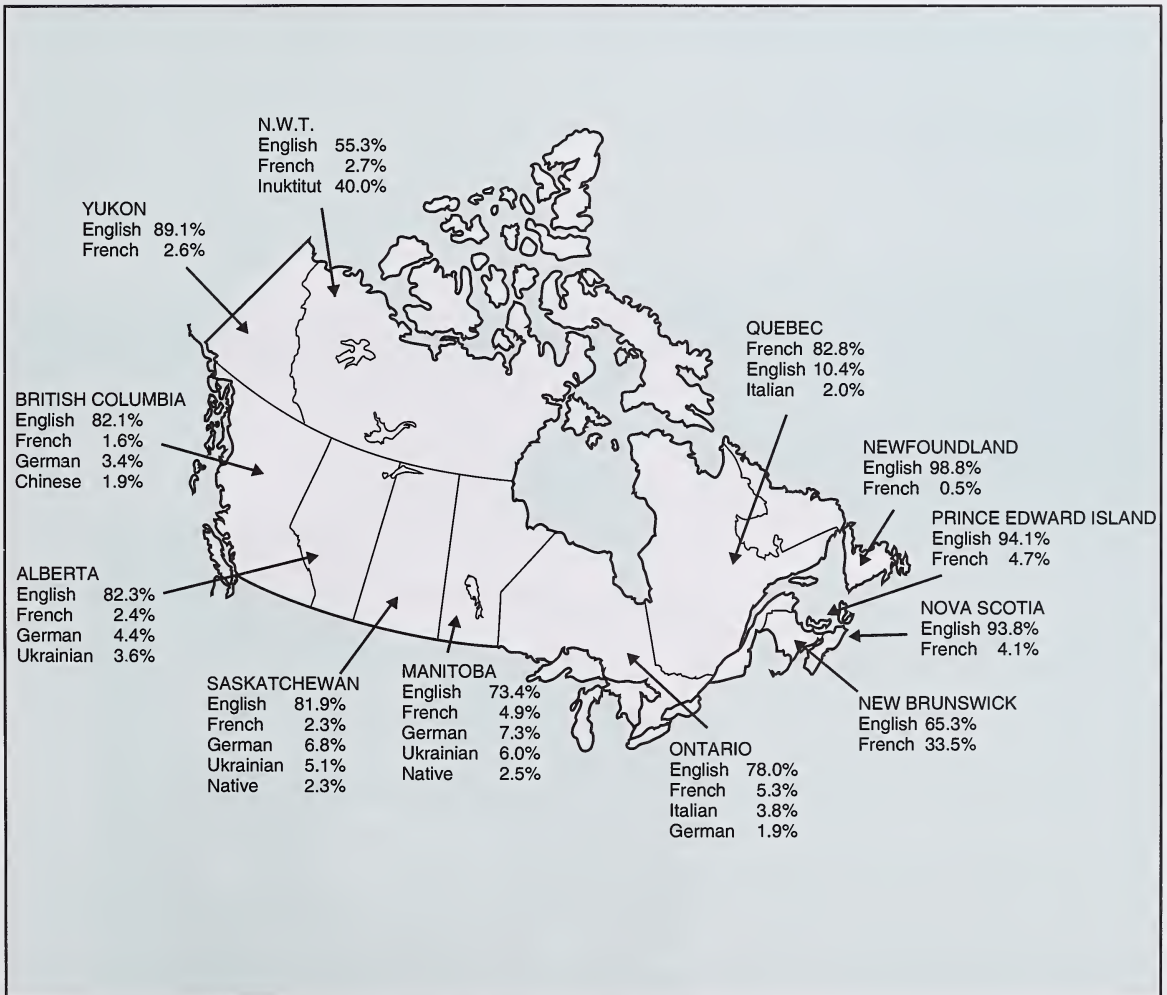
Check your answers by turning to the Appendix, Section 3: Activity 3.



Major Languages of Each Province

The following map shows the reality of multiculturalism in Canada. Note the percentages of English and French and which native tongues are most common in each province. Does this map offer evidence to support a Canadian identity that is bilingual and perhaps multicultural?

Mother Languages of Canadian Provinces, 1986



7. On the basis of the information given in the previous map, in how many provinces is there a language more common
- than French? _____
 - than English? _____
 - than French (other than English)? _____
8. What two generalizations can you make about multiculturalism and the settlement of people in different parts of Canada?
- _____

 - _____

Check your answers by turning to the Appendix, Section 3: Activity 3.



The government continues to encourage multiculturalism through numerous programs such as the following:

- capital grants for facilities such as theatres
- ethnic language instruction by ethnic groups
- school programs in Chinese, Ukrainian, German, and other languages
- public cultural events, such as the Heritage Festival
- ethnic literature and arts
- assistance for new immigrants to help them learn one of the official languages

Here are a few points in summary:

- Different ethnic groups helped to build Canada.
- National unity in Canada exists because Canadians accept personal and cultural differences.
- Section 27 of the Canadian Charter of Rights and Freedoms guarantees the “preservation and enhancement of the multicultural heritage of Canadians.”

Reactions to Multiculturalism

What arguments for and against multiculturalism have been put forward?

Here are some views expressed:

- Canadians are a mixture of people of different cultural, religious, racial, and ethnic origins – this mixture helps in relations with other countries.
- Enrichment of this country comes from cultural variety – foods, art, writing, songs, dances, customs.
- Canadians will learn tolerance through being in contact with other cultures.



Everyone would be happy, but they'll never get it to fly.

Are there any problems in promoting multiculturalism? The preceding cartoon presents a Canadian flag representative of many of its cultures. In order to make such a flag, however, size and complexity are problems. What does the comment at the base of the cartoon imply about the difficulties of implementing a policy of multiculturalism? What are some aims of multiculturalism for Canada? Which aims are illustrated in the cartoon?







9. Use the preceding information and opinions on multiculturalism, and any other facts to complete the following chart.

Multiculturalism: For and Against

Arguments in Favour	Arguments Against

Check your answers by turning to the Appendix, Section 3: Activity 3.

Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the **Extra Help**. If you have a clear understanding of the concepts, it is recommended that you do the **Enrichment**.

Extra Help

1. The key concepts covered in this section were bilingualism, multiculturalism, mosaic, melting pot, and Canadian self-concept. Here are a number of phrases which define the key concepts covered in this section. As you review each definition, write down the term it defines.

- _____ a. idea of having two official languages
- _____ b. idea of promoting, recognizing, and accepting all cultures
- _____ c. society in which minority groups are encouraged to retain their separate features
- _____ d. society in which different groups are made part of majority culture
- _____ e. how Canadians see themselves

2. The Official Languages Act said everyone in Canada should know both French and English.

- a. Is this statement true or false?

- b. Support your answer.

3. What recommendation did the Royal Commission on Bilingualism and Biculturalism make for students?

Check your answers by turning to the Appendix, Section 3: Extra Help.

Enrichment

Do **either** Part A **or** Part B. Part A involves a video and Part B is a print alternative. If you have access to the Canada Series video program *Multiculturalism*, do Part A. If not you may complete Part B.

Part A

Canadians share a rich blend of ethnic and racial backgrounds. This has given a stimulating flavour to life in this country. It has been government policy to preserve this diversity of cultures and customs. As you have learned in this section, the variety in cultural backgrounds is called multiculturalism.



To many people, the meaning of multiculturalism is not very clear. The video *Multiculturalism* is the record of one person's search for its meaning. As you may expect, by its nature, multiculturalism involves a large number of images and the video, likewise, shows many aspects of the subject. As you view the video, take note of the factors it associates with multiculturalism.

Write a paragraph discussing the meanings of multiculturalism suggested in the video. Are there any you disagree with? If you come from an ethnic minority that is preserving some of its unique features, can you add some points the video doesn't mention? Items you might mention are sports, religion, or personal rules of living.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Check your answers by turning to the Appendix, Section 3: Enrichment.



Part B

This activity will give you the opportunity to give more thought to the multicultural nature of Canada.

1. Although the largest ethnic group in Canada is British, Canada is a country of many ethnic groups. Should advertisers on television be required to employ actors or models from different racial and ethnic groups? Why or why not?



2. Canadians are lucky to be able to sample the foods of many different cultures within their own country of Canada. Identify the country associated with each of the following foods.

- a. souvlaki _____
- b. lasagne _____
- c. tortilla _____
- d. bannock _____
- e. Yorkshire pudding _____
- f. shish kebab _____
- g. paella _____
- h. egg foo yung _____
- i. borscht _____
- j. tempura _____

Check your answers by turning to the Appendix, Section 3: Enrichment.

Conclusion

Two of the unique features of Canada are the policies of bilingualism and multiculturalism. Both help to make the Canadian identity one which is varied and diverse. Both policies are also highly controversial.

You have studied the Canadian identity from many angles now. Only one remains, and that is how others see Canadians.

ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.

Assignment
Booklet

How Others See Canadians



This section will discuss how Canada's international involvement affects Canadian identity. Canada may not be the most influential country in the world, simply because of its small population; but its involvement with other nations of the world, especially through the United Nations, is significant.

In this section you will see how other nations see Canadians through international activities.

Canada's reputation results from its record of involvement, especially in its commitments to strive for cooperation, equality, security, independence, and prosperity. These are evident, in particular, in Canada's commitment to the United Nations. From its activities, Canada achieves a degree of acceptance among nations, a unique identity, and a growth of nationalism.

Throughout this century, Canada has chosen to maintain an involvement in world affairs. Events of this century demonstrate that international involvement affects Canadian identity.

Canada, as you learned in Module 2, fought in two World Wars and the Korean War, has joined the League of Nations (1919) and the United Nations (1945), and has been heavily involved in NATO. As a key member of the UN Canada has been actively involved in foreign aid and the protection of human rights.

Activity 1: Features of Canadian Identity

Following are five main features of Canadian identity. These are also goals which Canada works toward in international involvement.

Cooperation	– Favour understanding among nations, work as a mediator towards world peace, and provide aid to other nations.
Equality	– Believe in freedom, human rights, order, stability, and the right to a decent quality of life.
Security	– Concentrate on survival, defence, and safety.
Independence	– Stress uniqueness, self-direction, autonomy, national image, and sovereignty .
Prosperity	– Support a good standard of living, productivity, and economic development .

Sovereignty: the supreme and independent political control of a country, involving the recognition of a country's borders and territories by other nations

Economic development: the gradual growth of a nation's economy into a modern industrialized economy

1. Read each of the following descriptions of Canada's international involvements. For each one, decide which of the five features of Canadian identity was involved. Write the name of the feature in the space provided. The first one is done for you.

- _____ security _____ a. Canada entered World War I (1914–1918) and World War II (1939–1945) to defend the nation; the Canadian way of life was in jeopardy.
- _____ b. Canada signed the charter founding the League of Nations in 1919; the prevention of another war and the preservation of peace and national autonomy were its main aims.
- _____ c. In 1945, Canada was one of the founding members of the United Nations. The aims of the United Nations went beyond the prevention of war, and preservation of peace and sovereignty, to the advancement of aiding those nations striving for economic development.
- _____ d. Canada and Canadians have contributed extensively to aid countries in overcoming their problems: famine, poverty, and disease (as in Ethiopia and South America).
- _____ e. Canada joined NATO in 1949 to help stop the spread of communism and imperialism in Europe.
- _____ f. Canada's policies are such that **refugees** and immigrants have a good chance of being accepted.
- _____ g. Canada has continued to advance the cause of human rights; early examples are the recognition of women in the labour force and the granting of voting rights to them in 1918.
- _____ h. Two world wars contributed to the development of the Canadian identity, the maturity of the nation, and its entry into the world trade network as a major exporter and importer.
- _____ i. The Constitution Act (1982) represents the final step in achieving Canadian independence.

Refugee: a person who leaves his country to seek refuge elsewhere during a time of war or suppression; the person flees to escape danger or persecution

Check your answers by turning to the Appendix, Section 4: Activity 1.

Activity 2: In the Shadow of the Stars and Stripes



Canadians live next door to a superpower with ten times this country's population. Canada shares thousands of miles of open border. Therefore one of the major influences Canadians feel outside the borders comes from the United States.

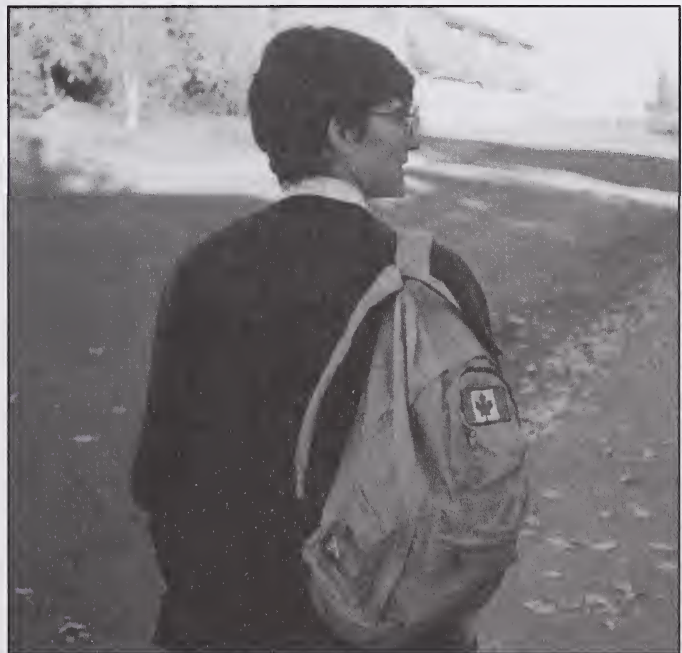
You may recall that former prime minister Trudeau compared living beside the United States to sleeping with an elephant. Why do you think the prime minister used this example? Do you think it is an accurate description of the relationship with the United States?

People who have travelled internationally soon learn that Canadians are often assumed to be Americans. While this mistake annoys people, it is quite an understandable oversight. Americans and Canadians look alike and sound alike, but significant differences exist.



Several surveys confirm the fact that there are major differences perceived between the citizens of the two countries. Canadians are seen to be more optimistic, content, trusting, and positive. Canadians seem more willing to work harder for their country by demanding less in services and standard of living and by being prepared to relocate if necessary. Violent crimes are more prevalent in the United States. The U.S. government spends much more on defence than Canada does.

A poll was conducted in a few European countries, and Canada was chosen as the *most free* nation. Hong Kong immigrants choose Canada second only to Australia when seeking a new home. Countries of the world are aware of some of the differences between Canada and the United States. Canadians can be proud that they generally receive a higher evaluation.



Canada and the United States have built a remarkable bond of cooperation. No amount of Canadian funds could possibly have brought Canada to the point of industrial development which it currently enjoys. Canada desperately needed investment in order to achieve the present standard of living of Canadians. Without American investment, Canada could never have developed economically in the way it has. The influence of the United States has greatly affected the shaping of Canada's identity.

1. From the reading *In the Shadow of the Stars and Stripes*, list some of the qualities that make Canadians different from Americans.

- _____
- _____
- _____
- _____
- _____

Check your answers by turning to the Appendix, Section 4: Activity 2.

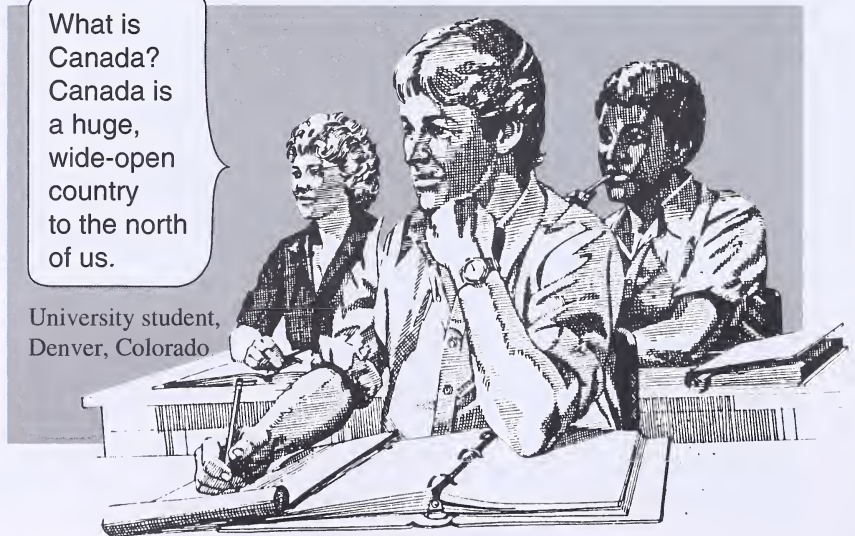
American Views of Canada

Canadians are aware of their reputation around the world as a result of official government activities. It is often more meaningful to the average Canadian, however, when a foreign person expresses perceptions about Canada. A perception is an awareness of certain ideas, sensations, or impressions.

Read the following American perceptions of Canada. Have you heard similar comments made about Canada or Canadians?

What is Canada?
Canada is a huge, wide-open country to the north of us.

University student,
Denver, Colorado



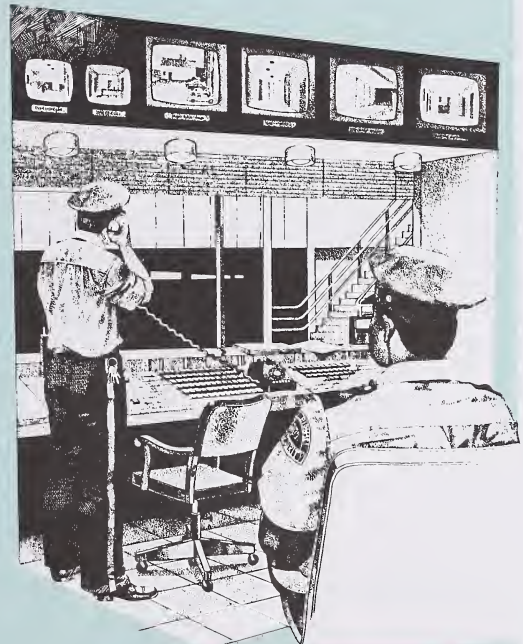


Canada has a good reputation for being a United Nations peacekeeper. Other countries trust Canada to capably fulfill this function. Canada can be proud of such an important role.

Senator,
Portland, Oregon

Canada is a quiet little country that has never done anything significant or noteworthy. Canadians never make international headlines.

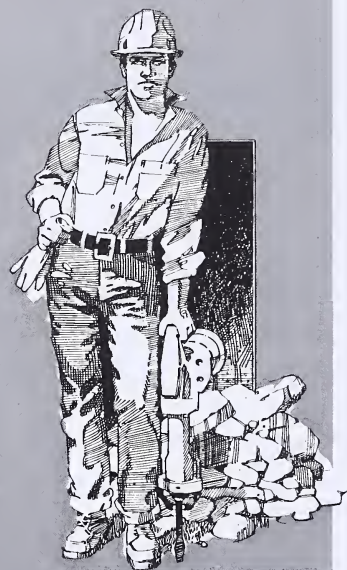
Security guard,
Wichita, Kansas





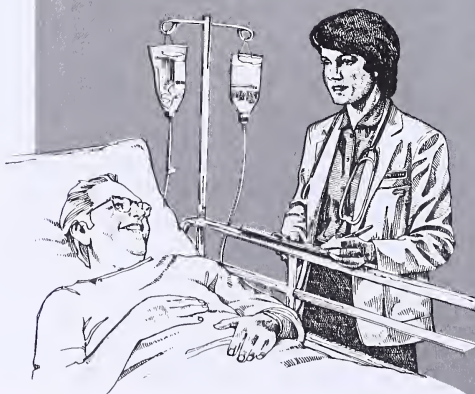
Canadians are relaxed to the point of being sleepy as far as I'm concerned.

Homemaker,
Dayton, Ohio



I wouldn't mind being Canadian. Your political system is well organized and your society is not infested with crime.

Construction worker,
Oakland, California



Canada has some very positive political features. Canada tends to be more of a socialist country than we are, with health care insurance, good pensions, unemployment insurance, and many other social benefits for its citizens.

Doctor,
Minneapolis, Minnesota

Canadians are lucky. You don't have the violence and the number of freaky weirdos that we have in America.

Golf Pro,
Phoenix, Arizona



Canadian history is dull. There are no great heroes to remember.

Artist,
San Antonio, Texas



People have stated that Canada and the United States are exactly alike, but I don't believe that's true. We are different in culture, history, and traditions.

Company executive,
Milwaukee, Wisconsin





Canada is a land of great natural resources. America does not have a good record as far as using resources is concerned. We have polluted the environment. So, guard carefully the assets you have.

Retired teacher,
Pittsburgh, Pennsylvania

America is running short of some resources but we understand why you don't want to give yours away because then you would be in a bad situation as well.

Piano tuner,
Seattle, Washington



There's snow, Eskimos, Indians, Mounties in red uniforms, mountains, fields ... a lot of room.

Preschooler,
Cheyenne, Wyoming



Canada has lots of resources – water, minerals, oil. When our supply runs out we expect you to share or we'll just take it.

Musician,
Dallas, Texas

When clients come into my store, I can't distinguish a Canadian from an American until I see their car licence. That's the only way of knowing.

Shop owner,
Kalispell, Montana



I would have to say quite candidly that we have had very little success to date in our negotiations with our Canadian friends, which shows that sometimes you have more problems negotiating with your friends than you do with your adversaries.

Richard M. Nixon,
Washington, 1972



We share common values from the past, a common defence line at present, and common aspirations for the future, and indeed the future of all mankind. Geography has made us neighbours. History has made us friends. Economics has made us partners. And necessity has made us allies. Those whom nature hath so joined together, let no man put asunder. What unites us is greater than what divides us.

John F. Kennedy,
Address to Parliament, Ottawa, 1961

2. Which of the previous perceptions offended you? Why?

Check your answers by turning to the Appendix, Section 4: Activity 2.

Free Trade with the United States



Trade arrangements with its powerful neighbour, the United States, has been one of Canada's ongoing concerns for over a hundred years. Trade involves the economics of a country which in turn will have some effects on national identity.

Canada recognizes the value of international trade. A most recent and important development centres on **free trade** with the United States. The outcome of this extensively debated issue will influence Canada's international profile.

Free trade: the buying and selling of goods between countries without tariff barriers

Free Trade means that Canada and the United States will remove most of the tariff barriers that exist between the two countries. In the past, each country would place a duty or tax on goods and services imported from the other country. The purpose in imposing duties on imported goods and services was to control the demand for foreign products and stimulate the demand for Canadian products (similarly in the U.S.). Free trade would bring an end to this practice for the most part.

In September 1985 Prime Minister Mulroney proposed strengthening trade and economic links to the U.S. by means of "the broadest possible package of mutually beneficial reductions in tariff and non-tariff barriers between the two countries." This proposal began the latest round of free-trade maneuvers.

Canada's chief free-trade negotiator was Simon Reisman; the Americans sent Peter Murphy. On many of the important issues, the two sides were far apart, and it seemed the talks would dissolve in failure.

Last minute negotiations, however, led to an agreement-in-principle which was signed in January 1988. Both countries were concerned with perceptions that they got the worst part of the bargain.

Major points of the free trade agreement included the following:

- Elimination of tariffs beginning January 1, 1989.
- Energy – America must be given a proportional amount of Canada's energy resources even if Canadians experience shortages themselves.
- Dispute settlement mechanism – Free trade problems would be referred to a five-member panel composed of at least two members from Canada and two from the U.S.
- Investment – Canadians can no longer impose restrictions on U.S. investment in Canada. American investors are under no obligation to protect Canadian jobs.
- Agriculture – Tariffs on agricultural products will be eliminated over a span of ten years.

There are, however, many concerns centring on the fairness or benefits and shortcomings of entering into a free trade relationship with a country which is

- a superpower
- ten times larger than Canada in population and economic output
- important and controlling in world influence

Is there a danger that Canada's economy might become controlled by the U.S.?

As you study the list of arguments that follow, consider what effect free trade might have on Canada's identity: ideals such as equality, security, independence, prosperity, and cooperation.

Arguments in favour of free trade include the following:

- trade is vital
- more productivity, sales, profits
- consumers benefit through access to U.S. markets and lower prices
- elimination of protective tariffs which work against Canadian goods
- Canadian industries forced to become stronger to survive
- more job opportunities
- increased foreign investment
- free trade has worked successfully elsewhere

Arguments against free trade include the following:

- Canadian market place flooded with American goods
- loss of jobs because of U.S. competition
- movement of manufacturing to south of the border
- loss of investment
- economic dependence on U.S.
- weakening of financial and cultural industries
- loss of control of natural resources
- social programs like health care and unemployment benefits jeopardized
- possible political union with U.S. resulting in a loss of sovereignty

What does free trade mean to you? Does it imply in the handshake (i.e., reaching an agreement) that the U.S., much larger and more economically powerful, will be dominating? Does it imply that Canada will be influenced to the degree that the U.S. will call the shots (make all the decisions) and Canadians will have little choice? Can it be inferred that free trade means the U.S.A.'s giant economy controls the Canadian economy, and that Canada will really become a colony of mother U.S.A.? What aspects (ideals) of Canadian identity will be affected (jeopardized or enhanced)? This cartoon allows one to review all of these concerns.



¹ Reprinted with permission – The Toronto Star Syndicate.

3. Describe the symbolic meaning behind the two different-sized hands in the previous cartoon.
- a. for Canada _____
- b. for the U.S. _____
4. Which hand is likely to be more dominant – Canada or the U.S.? Why?
- _____
- _____
5. Circle the effects a free-trade deal between Canada and the U.S. would most likely have on the following features of Canadian identity.
- a. Independence
- (1) more job opportunities
 - (2) may lead to political union with the U.S.
 - (3) no more problems with American protective tariffs
- b. Prosperity
- (1) increased sales and profit for Canadian companies
 - (2) more economically dependent on the U.S.
 - (3) Heavy foreign investments limit Canada's ability to develop competitive modern industries.
6. Do you think that the Free Trade Deal will be good for the Canadian identity? Explain.
- _____
- _____
- _____
- _____
- _____

Check your answers by turning to the Appendix, Section 4: Activity 2.

Activity 3: The United Nations

If your family has important decisions to make, it's best to have all members present to talk about the situation and to reach some conclusions. Your school has likely held assemblies when some major event requires everyone's attention.

It is also essential that the nations of the world meet from time to time to discuss, plan, and work cooperatively for the benefit of millions of people. It was for this reason the **United Nations** was formed – so countries of the world could work toward important goals for all human beings. As you work on this section, think about the following questions:

- Has Canada's membership in the United Nations been truly beneficial to Canadians?
- What important roles has Canada played as a UN member since 1945?
- What skills and background experience did Canada bring to the UN?

United Nations: the international organization formed in 1945 (UN) of nations dedicated to world peace and security



CIDA

Food aid is one of Canada's contributions to the UN.

Search for Security

After the crippling destruction experienced by many countries after the Second World War, the nations of the World wanted some security by forming a cooperative organization. The United Nations Charter was endorsed by 50 countries in 1945 in San Francisco. Canada was active as a middle power. A middle power is a country that is not classed as a big power in terms of its military and economic might nor in its international political influence. It falls somewhere between the great powers and those without much military, economic, and political strength.

Canada's enormous contribution to Germany's defeat had raised Canada's position among nations. The United States and USSR, however, had emerged as the two dominant powers after the war. Looking down at the world over the North Pole, you can see that Canada's location between the United States and the USSR made Canada's geographic position important.

Canada's Geographic Position



Canada's geography places it between the superpowers.

In the years after 1945, one main aim of Canadian foreign policy was to be involved when important international decisions were made. Canada hoped to play a role in shaping a peaceful world in which international cooperation through the United Nations would be the goal of every country.

Canada's support for the United Nations has included participation in all the major bodies, councils, and boards. Canadian delegates have been elected, appointed, or have volunteered their services.

The United Nations was founded on the belief that internationalism was both necessary and possible. Internationalism is a belief that world peace may be attained by the friendly association of all nations on a basis of equality for the purpose of cooperation in all matters.

Mission: Peacekeeping

Following World War I, the League of Nations was formed. Canada was a member. One of the weaknesses of the League of Nations was that it had no military force of its own to keep peace when conflicts erupted between countries.

When a new world organization known as the United Nations was formed, Canada and other countries reasoned that the UN should have an army that would act as a permanent peacekeeping force. Such a move would make the UN more effective.

The peacekeeping force would be in place to keep conflict under control until the two sides could reach a solution. The majority of UN members did not support the notion of a permanent army.



NAC 846 What role did Canadian troops have in the Korean War?

Peacekeeper role: a mediating and/or policing role in which a nation helps to settle disputes between other nations through sending a mediator or negotiator to settle the problem, or troops to keep peace

The first major trouble requiring UN action occurred in 1950. Following World War II, Korea was divided into North and South Korea. North Korea attacked South Korea. Because the United Nations had no permanent army, it was necessary to ask member nations to send volunteers who then united to form a **peacekeeping** unit. Thirty countries contributed; Canada made the third largest contribution. An agreement to cease fighting was reached in 1953 and the volunteer soldiers were sent home.

Unfortunately the story doesn't end there because many new conflicts developed, necessitating the formation of other peacekeeping units. Canada assisted UN peacekeeping missions in many areas. In the following chart, trouble spots are labelled along with the dates when conflicts began.

Canadian Peacekeeping Involvements



Canada's extensive commitment to the United Nations has given Canada the image of a peacemaker. In keeping with the goal of promoting world peace, Canada has made numerous contributions, largely through the United Nations. Canada has sent peacekeeping forces to supervise ceasefires between nations formerly at war and now in a truce.

By 1992, Canada had participated in 27 operations and had sent nearly 90 000 peacekeepers to calm hostilities around the world. The chart that follows demonstrates Canada's involvement in terms of soldiers sent to various areas for peacekeeping. It shows, in particular, some of the earliest and latest actions.

The Peacekeeping Record			
Years	Trouble Spot	Size of Total UN Forces	Size of Canadian Force
1950–54	Korea	340 000	8 000
1956–67	Egypt	6 000	1 100
1960–64	Congo	20 000	421
1962–63	West New Guinea	1 600	13
1964	Cyprus	6 800	1 126
1973–79	Egypt	6 000	1 145
1974	Golan Heights	1 250	224
1978	Lebanon	6 000 (peak)	117
1991	Western Sahara	294	34
1991	Angola	440	15
1991	Iraq-Kuwait	470	86
1992	Yugoslavia	13 870	1 200
1992	Cambodia	19 500	100 – 200



Use the peacekeeping record chart to answer these questions.

1. How many troops did Canada send to the Congo?

2. To what country did the UN send the largest peacekeeping force?

3. Canada sent 1 100 troops to which country?

4. In which country has Canada had the longest peacekeeping mission?

5. Name the two countries in which Canada had troops in 1974.
 - _____
 - _____

¹ Reproduced with the permission of the Minister of Supply and Services Canada, 1990.

6. From the information on the chart, has Canada increased, reduced, or maintained its contribution in size of force to UN peacekeeping since 1956?
- _____

Check your answers by turning to the Appendix, Section 4: Activity 3.

Canada has also acted as a mediator on occasion. In 1956 the Suez Crisis threatened to bring many countries into war. Britain and Egypt both wanted to control the Suez Canal. Eventually France and Israel were involved too.



Lester B. Pearson, Canada's representative to the UN, arranged a truce between the countries involved. Mr. Pearson worked toward creating a permanent peacekeeping force known as the United Nations Emergency Force (UNEF). He received the Nobel Peace Prize, which was a great honour. Consequently, Canada has become world-renowned as a nation willing to take action to preserve and promote world peace and cooperation.

7. Initially, which two countries wanted to control the Suez Canal?
- _____
 - _____
8. During which years was Lester Pearson prime minister of Canada? (It may be necessary for you to check an encyclopedia.)
- _____

Check your answers by turning to the Appendix, Section 4: Activity 3.

The United Nations: Canada's Commitment

Canada has worked from the beginning to make the United Nations successful in achieving international cooperation and peace.



Canada has hosted international conferences to help solve world problems: 1972 Environmental Conference; 1973 World Population Conference; 1974 World Food Conference; 1973–81 Law of the Sea Conferences; 1975 International Women's Year Conference; the 1976 Habitat Conference; 1980 World Employment Conference; 1981 UN Conference on New and Renewable Energy Resources.

9. In Module 2 you learned that Canada has six major goals in foreign policy.

- economic growth
- safeguarding sovereignty
- peace and security
- social justice
- quality of life
- environment

Match the listed goals to some of Canada's recent actions. Write the goal in the space provided.

- a. Canada has contributed to every major peacekeeping endeavour undertaken by the UN. In 1978 Canada was part of the UN force in Golan Heights, in the Middle East, and Cyprus.
-

Human rights: those basic rights of living to which every human being is entitled – life, liberty, freedoms

Discrimination: actions or policies showing prejudice against a person or group of people, especially a cultural minority

- b. Canada was a strong supporter of U.S.-USSR arms control and disarmament in order to prevent a nuclear war.

- c. Canada supports efforts to enforce and promote fundamental **human rights**.

- d. Canada has given assistance for combating racial **discrimination** and for fostering economic and social improvements.

- e. Canada has supported efforts for managing the oceans and their resources in a wise manner so that they are not polluted and destroyed.

Check your answers by turning to the Appendix, Section 4: Activity 3.

The United Nations Debate

What should be Canada's future commitment to the UN? Should Canada remain an active participant or would it be better off to withdraw and work outside the UN to accomplish its goals? Are you for or against Canada's continued membership?

Read both sides of the argument.

Stay in the UN

The United Nations is the only world forum where all nations can meet to talk problems out. This fact makes it valuable. Some countries in the UN may say things that Canada doesn't like, or sometimes many nations may get together to have the UN do something that isn't liked. Canadians cannot, however, expect everyone to agree with a Canadian viewpoint. Canadians too must be willing to compromise for the sake of peace.

At the UN every side gets a say. Everyone can state their views. Even less powerful countries have a chance to speak and be heard on world affairs. Powerful countries can't simply ignore the voices of the weaker countries.



Some of the members of the UN have dictatorial governments, and some are constantly at war with their neighbours. At least they are at the UN and talking the problems over with other nations. There is always hope for a peaceful solution to disputes when nations are talking to one another.

The UN has not stopped all wars, but there has been no world war since 1945, and UN action has helped to confine smaller wars.

The UN action for peace that has been most effective has been in the areas of health and aid to the poor. Immense amounts of food and health care have been provided by the UN. Peacekeeping works in many places. Do you think the world is a better place because of the UN?

10. List at least five ideas in favour of the UN.

- _____
- _____
- _____
- _____
- _____

Check your answers by turning to the Appendix, Section 4: Activity 3.

Leave the UN

Since 1945 there have been more than one hundred armed conflicts in the world, including forty major wars. Since the UN cannot keep world peace, it is not worthwhile.

Africa has only about ten percent of the world's population, yet one-third of the members of the UN are from Africa. China, with more than twice the population of all of Africa, has only one vote. Sometimes small countries force the larger countries to follow their plans at the UN just because they have so many members.

Approximately fifty-five members of the UN are democracies. The other countries have governments with different political systems. Some of these systems are hostile to democratic values. On occasion non-democratic countries band together to criticize the activities of democratic countries. At the same time they ignore the activities of other non-democratic governments.

The UN is too expensive. Most of its money is provided by a few of the wealthiest countries. Some countries contribute very little to it and do not pull their weight.



11. List several ideas against the UN.

- _____
- _____
- _____
- _____

12. a. YOU DECIDE: Should Canada stay in the UN?

- b. Explain your opinion.

Check your answers by turning to the Appendix, Section 4: Activity 3.

Activity 4: Canada and NATO

Canada has consistently participated in and supported programs which strive to ensure a world free from military conflict. It has been found necessary, however, to take a stand to preserve Canada's security and sovereignty. It is with these principles in mind that Canada has continued its membership in the North Atlantic Treaty Organization (NATO).

As you proceed with this section, keep in mind the following:



Military strategy, global conflict ... sixteen member nations ... NATO ... attack on one is an attack on all.

In the years immediately following WWII many people in Western Europe, the United States, and Canada were worried about what was happening in Eastern Europe as more and more land came under the control of the Soviet Union. Were the Soviets preparing to take over Western Europe? It became clear to Western Europeans, Americans, and Canadians that a common defensive action was needed to avoid future global conflicts. The North Atlantic Treaty Organization (NATO) was formed for security.

NATO was originally established in 1949 among nations who shared the North Atlantic Ocean as a border. This included most of the West European nations and the North American nations. Eventually it included all West European nations that were non-communist as well as Canada and the United States of America.

The main goals of NATO were to oppose and halt the spread of communism. Commitment to NATO has always been military in nature. Weapons, munitions, equipment, and soldiers were contributed to guard the West European nations bordering communist countries. Canada's commitment has ranged from extensive to modest to minimal for the size of the country.



¹ Reproduced with the permission of the Minister of Supply and Services Canada, 1990.

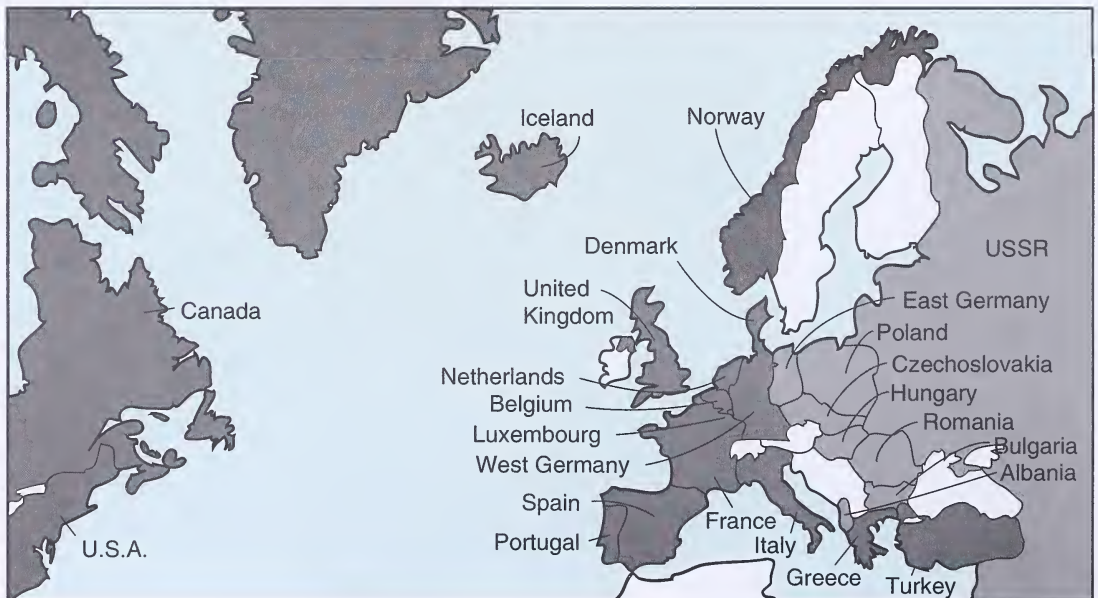
In 1989 the members of the North Atlantic Treaty Organization included the following:

Belgium	Netherlands
Canada	Norway
Denmark	Portugal
France	Spain
Greece	Turkey
Iceland	United Kingdom
Italy	U.S.A.
Luxembourg	West Germany

The Soviets were worried about NATO. They thought that NATO forces might attack first and try to overthrow the Soviet system. Therefore, in 1955, the Soviets set up a similar group called the Warsaw Pact. The Pact was to stop an attack by NATO. The countries that were referred to as Iron Curtain countries belonged to the Warsaw Pact.

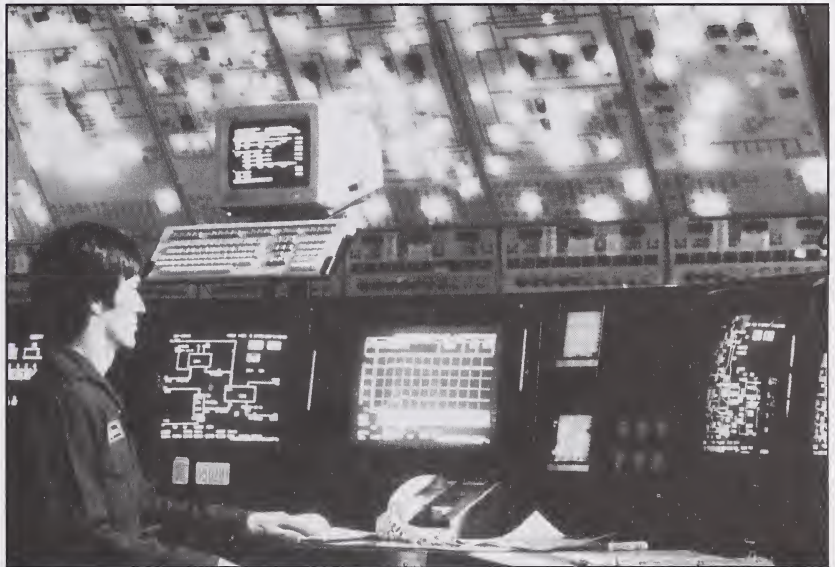
Examine the following map. The darkly shaded areas are NATO countries. The Warsaw Pact countries are indicated by the light shading.

NATO and Warsaw Pact Members, 1989



The NATO countries and the Warsaw Pact nations were bitter enemies for about four decades. Both sides had massive conventional forces such as millions of soldiers in armies, tanks, fighter and bomber squadrons, and a full range and large numbers of military ships. Hundreds of billions of dollars were spent each year on maintaining military forces. Furthermore, both sides had thousands of nuclear weapons. It was a very dangerous time. Both NATO and the Warsaw Pact had the capability to destroy the world many times over. No one really knows how close the world came, and how many times, to total nuclear destruction.

Then, in 1990 and 1991, the situation changed very swiftly. The Soviet Union started to come apart. One major change was the end of the Warsaw Pact. On November 15, 1990, the nations of the Pact came to the agreement whereby the Pact was to cease to exist on July 1, 1991.



WESTFILE INC.

Complete the following questions based on the previous material about NATO.

1. Of what significance has NATO been to Canada?

2. Study the following map and name the 1989 NATO countries as indicated by the letters. You may use an atlas to help identify the countries.



Names of NATO countries

- | | |
|----------|----------|
| a. _____ | i. _____ |
| b. _____ | j. _____ |
| c. _____ | k. _____ |
| d. _____ | l. _____ |
| e. _____ | m. _____ |
| f. _____ | n. _____ |
| g. _____ | o. _____ |
| h. _____ | p. _____ |

3. Which countries were the four most powerful members of NATO in 1989?

- _____
- _____
- _____
- _____

4. Of these four, which country is the strongest (in terms of military power)?

5. Look at the map again. Why would Canada and the United States be concerned about what happens in Europe?

Check your answers by turning to the Appendix, Section 4: Activity 4.



Canada contributes soldiers, fighter aircraft, and ships. Canada has had as many as 5 000 troops stationed in Lahr, Germany.

Reciprocal: mutually; give in return for something given or done

In NATO an attack on one nation is considered an attack on all.

You also went over some of this material in Module 2. The chart is here as a refresher.

Canada's involvement in NATO has caused controversy in recent years. Discussions have centred on withdrawal of contributions in the interests of peace and trade relationships (especially with recent happenings in communist countries). The importance of the **reciprocal** arrangement for Canadian security has also been questioned. Canada's dilemma is made clear in the following chart.

Some Arguments For and Against Support of NATO	
<p>YES, Canada should continue to support NATO for these reasons:</p> <ul style="list-style-type: none"> • Canada must build a common front against Soviet expansion. • The joint action of Canada and other members of NATO can influence American policies. • The willingness of Canada to defend itself is a sign of political maturity. • Strong alliances such as NATO keep the peace by discouraging attack. • A combined military command is cheaper than sixteen different commands. • Paying dues in NATO develops better trade with allies. • Canada needs to remain friendly with the United States; one condition is membership in NATO. • Canada contributes troops, aircraft, and ships, showing that it is committed to collective security. • If Canada withdraws, other nations might do the same, and NATO could be destroyed. 	<p>NO, Canada should not continue to support NATO for these reasons:</p> <ul style="list-style-type: none"> • Europe has recovered from World War II and should take responsibility for its own defence. • Being a member of NATO makes Canada an American puppet; the superpowers do as they please anyway. • The Americans will have to defend Canada in the event of a war, regardless of its preparations. • Military expenses are too much for Canada to support; more important problems, such as poverty and national unity, need that money. • Military alliances such as NATO almost always cause fear and distrust; in the past, they have led to war. • Canada ought to act independently, not base its foreign policies on American wishes. • Canada is not a great power. • Canada is not a part of Europe; if Canada leaves, it won't be a great loss (France left the Alliance and the Alliance did not break up! So, why should it if Canada leaves?).

6. How would Canada's international reputation be affected if

a. Canada quit NATO?

b. Canada continued to support NATO?

Check your answers by turning to the Appendix, Section 4: Activity 4.

Activity 5: Foreign Aid

Canada's image is further solidified as a nation which is sincere about peace, development, and equality among peoples of the world. Within the country there are numerous attempts to promote aid to the needy of the world through a multitude of agencies and promotions. Peace and development are a part of the Canadian conscience and, hence, an important feature of Canadian identity.

Foreign aid is provided to other countries through four routes:

- international agencies – for example, agencies of the United Nations (like UNICEF)
- individuals – for example, private citizens generous with time and resources
- non-governmental organizations – for example, organizations that support various humanitarian causes (like the Red Cross)
- government agencies – for example, the Canadian government attempts to coordinate foreign aid through CIDA

You may wish to find out more about some of the agencies which provide foreign aid. Here is a list of several such organizations.

Canada Foodgrains Bank
Canadian Hunger Foundation
Canadian Physicians for African Refugees
Canadian Red Cross Society
Canadian Save the Children Fund
Canadian UNICEF Committee
Canadian University Service Overseas
CARE Canada

All the organizations listed in the box are non-governmental except for Canadian UNICEF.

Coordinating Aid Through CIDA

Like other rich nations, Canada provides foreign aid to many poor countries. The United Nations stated that all rich nations should spend an amount equal to 0.7 percent of their Gross National Product (GNP) on foreign aid. (GNP is the dollar value of all goods and services produced each year by a nation.) In 1990, Canada gave 0.45 percent of its GNP to foreign aid, which is well below the amount suggested by the United Nations.

CIDA: Canadian International Development Agency; a government agency which coordinates Canadian foreign aid

The organization in charge of foreign aid in Canada is known as **CIDA** or Canadian International Development Agency. It was formed in 1968. CIDA attempts to see that foreign aid goes to projects that need it the most. The federal government has given CIDA a new charter which says, "The primary purpose of Canadian official development assistance is to help the poorest countries and people of the world."



CIDA

Canada helps train general practitioners for Nepal's rural areas.



CIDA

Aid pours in to help the famine in Africa.

Tied aid: foreign aid given with conditions, usually that the receiving country buy goods and services from the giving country

Opinion polls show overwhelming support for foreign aid as a means to help poor Third World countries. CIDA continues to provide much foreign aid called **tied aid**, which means assistance is given with the condition that the developing countries buy goods and services from Canada.



Could you explain that in more detail, please?

Tied aid is foreign aid given only when certain conditions are met. Of the total amount of aid Canadians give, 67 percent is tied aid. Tied aid is restrictive because Third World countries are limited to projects or products that Canada can supply. Canadian goods and services might also be more expensive, so the money given to Third World countries will not go as far. Can you imagine how you would feel if you were forced to shop for supplies at a more expensive store?

In helping countries, Canada places its major emphasis on improvement of food production and distribution, rural development, education, public health, shelter, and energy. Note some of the different situations that CIDA made contributions to during 1985–86.

CIDA contributions to some countries affected by disasters or conflicts in 1985–1986 (in Can. \$)

Cyclone		Refugees, returnees, displaced persons	
Bangladesh	225 000	Benin	10 000
Drought		El Salvador	33 000
Angola	1 000 000	Ethiopia (varied humanitarian aid)	1 545 000
Chad	540 000	Nicaragua	76 000
Mali	40 000	Pakistan (Afghan refugees)	4 186 000
Mozambique	1 000 000	Sudan (varied humanitarian aid)	4 559 000
Earthquake		Thailand (varied humanitarian aid)	2 800 000
Chile	50 000	Uganda	50 000
Mexico	577 000	Zambia	23 000
Famine		Orphans and widows	
Mali	143 000	Guatemala	150 000
Flood		Medicine	
Brazil	20 000	Somalia	50 000
Chad	7 000	Emergency food aid	
India	10 000	Philippines	300 000
Typhoon		Emergency assistance	
Philippines	10 000	Mozambique	1 220 000
Vietnam	50 000	Total	20 456 000
Volcano			
Colombia	316 000		
Conflict			
Iran-Iraq	400 000		
Lebanon	516 000		
Philippines	250 000		

CIDA

Foreign aid is useful but it can also create problems. For example, Canada ships surplus wheat to Third World countries. Unless wheat is sent as a response to an emergency situation, this action is harmful because it may cause agricultural production in grain growing to stop in that area of the Third World country. CIDA will try to ensure that countries receiving Canadian food have definite plans to develop their own agricultural production.

1. In what four major ways can foreign aid be channelled to needy countries?

- _____
- _____
- _____
- _____

2. What is CIDA? Explain its functions.

3. Name five natural disasters that might require assistance from CIDA. Refer to the chart of 1985–86 CIDA contributions.

- _____
- _____
- _____
- _____
- _____

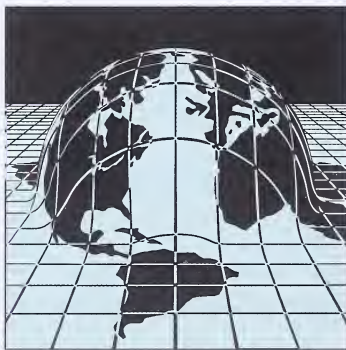
Check your answers by turning to the Appendix, Section 4: Activity 5.



Food Aid Approached in Two Ways

OTTAWA – The haunting pictures are common on TV: the bony, brown bodies with bloated bellies lining up for food sent from Canada.

It's a vivid image, the one Canadians associate most commonly with the country's contribution to the world hunger problem.



But it's only a partial image.

This year, Canada will spend about \$35 million for African famine relief.

More than 10 times that amount, \$430 million, will go to other, less dramatic and less visible food aid programs, fighting poverty and chronic undernourishment in the estimated 450 million to one billion people who, day in and day out, famine or no famine, don't get enough to eat.

That's less than half of the approximately \$1 billion the government raises annually in taxes on alcohol, but it's enough to make Canada a major player in the game of international food aid.

If, as expected, External Relations Minister Monique Landry goes to Ethiopia later this month, she'll be in the final stages of preparing a new food aid policy – one that will go beyond sending food to starving people by examining ways of making it easier for people in those countries to provide for themselves.

Food aid – one component of a new foreign aid policy Landry plans to release in the coming weeks – is one of the most visible forms of foreign aid.

Development aid goes to governments rather than individuals. The governments sell the food locally and use the proceeds to improve food production – for example, by buying fertilizer.

Direct or targeted aid is for specific people, said Dianne Spearman, director of the Canadian International Development Agency Food Aid Co-ordination and Evaluation Centre.

Often they are women and children or those jobless who can't afford food.

"Targeted aid deals with the reality that the reason people are hungry isn't because there isn't enough food around," said Spearman. "It's because if people don't have money, they can't buy food."



Sometimes food is given to the jobless in exchange for work on socially important projects such as reforestation programs.

Developmental food aid allows governments to raise money by selling Canadian food.

"What is important is that they invest that money, particularly in agricultural development," said Spearman.



“Governments have to realize that they have to move away from cheap food for the cities (as was the policy in the 1960s and 1970s) and towards looking for ways of encouraging farmers to produce as much as they can.”

The problem is that this must be monitored so governments don’t use the money for something else. When Canada signs a development aid agreement, a monitoring mechanism is set up.

Food aid represents about 15 percent of Canada’s total aid budget.

Spearman said there is a popular misconception that Canada uses food aid as a way to dispose of surplus food.

While the U.S. and some European countries hold surpluses, Canada does not.

The agency buys the food either from government marketing board or – in sectors where boards don’t exist – by call-for-tenders.

In 1987–88, CIDA expects to ship out about \$173 million worth of wheat, \$47 million of wheat flour, \$41 million of vegetable oil and \$41 million worth of fish. The balance of food aid buys corn, skim milk powder and pulses (beans and similar vegetables).

Spearman said even if wheat and flour are available, it doesn’t make sense to send it to some countries because people just aren’t used to eating it.

What Canada will do in cases where this happened – as it did recently in Mozambique, where white maize was the staple – is find a Third World country that has a product the starving people are used to, and buy that product from them.

Zimbabwe had the maize, and so the exchange with Mozambique was done through Zimbabwe.¹








by David Drolet



¹ Reprinted with permission of *The Calgary Herald* for the article “Food Aid Approached in Two Ways,” January 11, 1988.

The following chart illustrates the Canadian food aid provided during 1983–84.

Canadian Food Aid 1983–84

Food		Quantity (tonnes)	Value (millions of dollars)
Wheat		698 520	161.7
Flour		124 827	46.4
Vegetable oil		35 052	29.5
Skim milk powder		17 275	19.2
Pulse (peas, beans, etc.)		12 828	7.1
Corn		8 076	1.6
Fish		7 012	19.0

CIDA

4. When Canada gives foreign aid to a nation, in what ways are there strings attached to the aid? In other words, is it given entirely freely? Explain.

5. Fill out this application, indicating your qualifications, skills, abilities, and desires to be involved as a foreign aid worker in a third world country. You might pretend you have graduated from high school and have received further education.

APPLICATION FOR FOREIGN AID WORK	
Name:	_____
Address:	_____ _____ _____
Age:	_____
Educational Background:	_____ _____ _____
General Health:	_____
Special Skills:	_____ _____
Country in which you would like to provide service:	_____
Type of service you can give:	_____ _____
Ability to work with others:	_____ _____
Reasons for wanting to serve:	_____ _____ _____ _____

6. Suppose you are a teenager living in a poor country. Your village has little food, poor housing, disease, and unsafe water. You decide to write a note and put it into a sealed bottle. You toss it into the ocean and hope it is washed ashore in a country which might consider sending foreign aid, like Canada.

What would you say? You should give your name, where you are from, whom you hope to reach with your note, and the message itself. (Write your response on the paper in the bottle.)



Check your answers by turning to the Appendix, Section 4: Activity 5.

Activity 6: Immigration

Why are immigration and the immigration policies Canada establishes both very significant factors in Canada's identity – past, present, and future?

Canada, for many years, has carried the reputation of a nation desirable for people to come to in order to ensure their survival and quality of life. Consequently, Canada is among the top choices for refugees and immigrants. By determination, talent, and hard work, immigrant men and women have constructed Canadian society. The experience of having been an immigrant is an inseparable part of identity for many Canadians.

What makes people want to come to Canada? What do they face when they arrive? Canada is large, underpopulated, and rich in opportunity. Hence, it is one of the most desired countries to emigrate to or in which to seek refuge.



UNICEF

Refugees from Afghanistan living in a refugee camp in Pakistan. Why would these people wish to come to Canada?

Push-Pull Factors

The process of immigration has been described as a push-pull process. Immigration involves people in one of the most dramatic crises of their lives. Few decisions are more difficult to make than deciding to leave home and begin life in a new land.

Pushing factors are things that make people want to leave a country. These factors include political restrictions, religious suppression, unemployment, persecution, depression at home, food shortages, war, frustrated career aspirations, displacement, and threats to their intellectual, spiritual, and even physical well-being. In short, most immigrants continue to arrive at Canada's borders from sheer desperation rather than any sense of adventure.

Pulling factors are features of the place of destination, in this case, of Canada. Pulling factors may be either very generalized or very specific perceptions, but they have the effect of drawing the person to the new place on the basis of hope, promise, and expectations of a new, improved quality of life. Canada has meant many things to immigrants.



Le An Lam arrived in Canada in 1981 from Vietnam.

¹ *The Edmonton Journal* for the photo from February 17, 1992, p. C1. Reprinted by permission of *The Edmonton Journal*.

Refugees

First, one must distinguish between immigrants and refugees. Both are newcomers from foreign lands without the benefits of citizenship. An immigrant is a person who moves from one country to another. The immigrant plans the move and submits documents through appropriate channels. The immigrant seeks a change in residence for a variety of reasons.

A refugee is one who flees to a foreign country to escape danger or persecution in his own country. The refugee often arrives in the new country after a hurried escape and without proper documentation to legitimize his arrival. The refugee makes the decision to move because he fears for his safety in his own country.

1. Explain the difference between a refugee and an immigrant.

2. Name some push-and-pull factors that an immigrant may encounter.

- Push

- Pull

Check your answers by turning to the Appendix, Section 4: Activity 6.

In 1986 Canada received the Nansen Medal from the United Nations. This medal is the highest award given in honour of refugee aid. Canada has a long history of giving assistance to refugees. Over half a million people have fled to Canada since World War II. At first most refugees came from Europe but that pattern has changed and now many arrive from trouble spots in the world: Vietnam, Central and South America, and the Middle East.



CIDA

Canada's Governor-General received the Nansen Medal on behalf of the people of Canada.

The flow of refugees has varied greatly. In 1980 over 40 000 refugees came to Canada; this fell to 16 760 in 1985, and in 1990 there again were over 39 000 refugees. As refugee claims were reviewed, it was discovered that many had made false claims as refugees and were not seeking asylum from persecution. Many of these people came for economic reasons and were not true refugees.

The United States made its refugee requirements more difficult and Canada followed that example. One point of view is that the new regulations are fair and that Canada can only handle a limited number of new people at a time with the resources available in Canadian relief centres. The other view expresses grave concerns when Canada fails to accept and shelter people who may be facing extreme danger or even death.

3. a. Write one statement which supports a policy of accepting refugees.

- b. Write one statement which opposes a policy of accepting refugees.

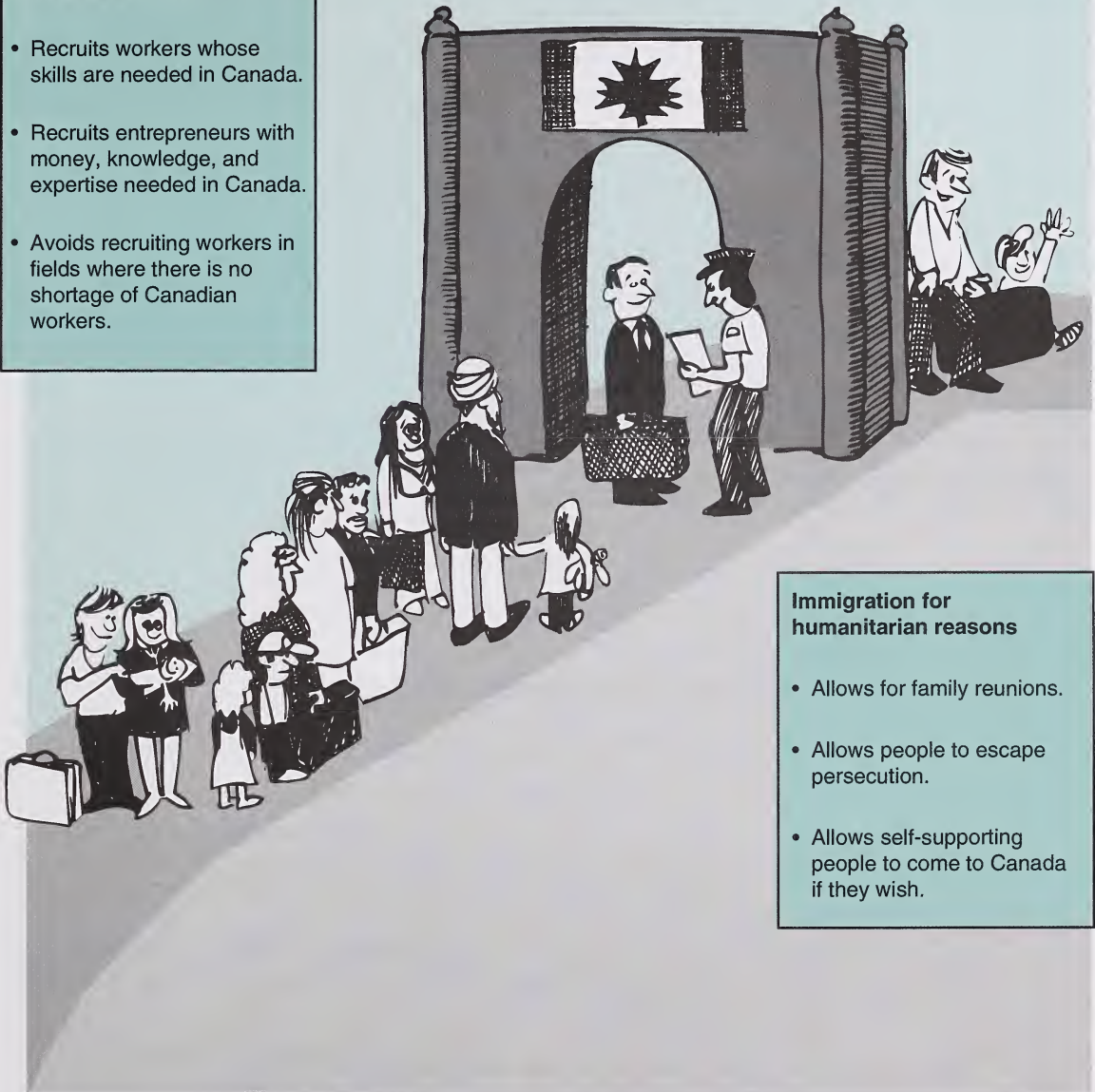
Check your answers by turning to the Appendix, Section 4: Activity 6.

Benefits of Immigration

The goals of Canada's immigration policy are two-fold.

Immigration contributes to Canada's economy

- Recruits workers whose skills are needed in Canada.
- Recruits entrepreneurs with money, knowledge, and expertise needed in Canada.
- Avoids recruiting workers in fields where there is no shortage of Canadian workers.



Immigration for humanitarian reasons

- Allows for family reunions.
- Allows people to escape persecution.
- Allows self-supporting people to come to Canada if they wish.

4. How does immigration benefit Canada's economy?

Check your answers by turning to the Appendix, Section 4: Activity 6.

Immigration and Alberta's Population

Every sixth Alberta resident is a first-generation immigrant. The 1986 Census showed that 365 000 (16.5 percent) of the 2.3 million people in the province were born outside of Canada. In Edmonton and Calgary, where most of the recent immigrants have settled, about 20 percent of all residents are foreign-born. In 1990 about 87 percent of the new immigrants went to these two cities.

The majority of Albertans trace their ancestry back to these ten ethnic groups:

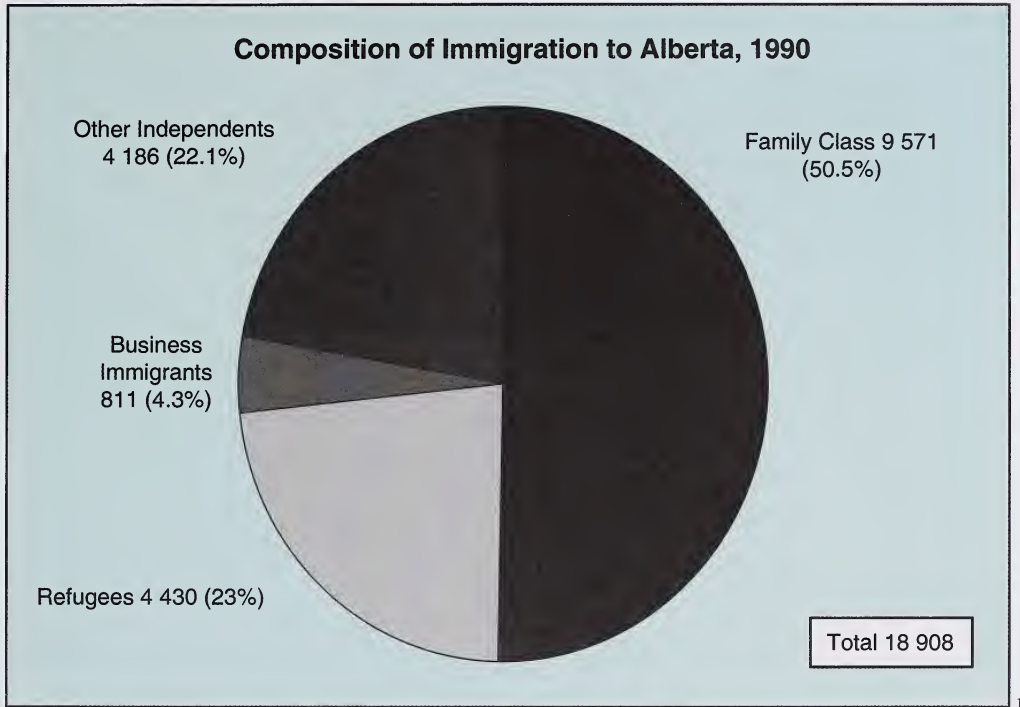
British	Dutch
German	Native
Ukrainian	Polish
French	Chinese
Scandinavian	Indo-Pakistan

Composition of Alberta Immigration

Immigrants are classified into three classes. These are family, refugee, and independent classes.

- The independent class includes business immigrants who will invest in Canada or start businesses, and other independents (also are considered in terms of what they can contribute to the economy).
- The family class consists of immediate family members of people living in Canada and other relatives they will help and take care of when they come to Canada.
- Refugees are in Canada because of persecution.

This chart shows the numbers and types of immigrants to Alberta in 1990.



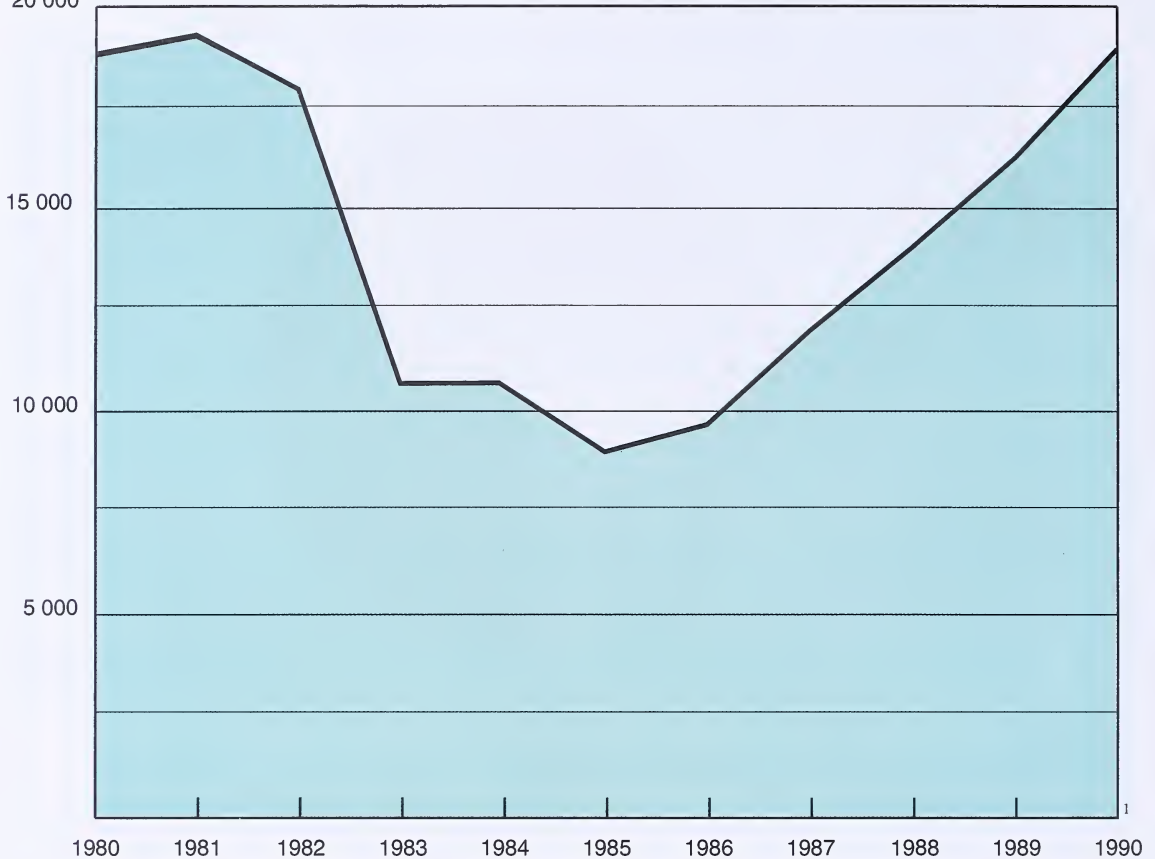
Knowledge of English

More than 50 percent of all immigrants arriving in Alberta in 1990 had no knowledge of English. Among refugees in recent years, approximately 80 percent had no knowledge of English prior to arrival. In addition, many immigrants listed in immigration statistics as knowing English need further English instruction before being able to function in the job market.

Educational Background

Levels of education among all immigrants increased between 1980 and 1990. In 1990, approximately 14 percent of all immigrants had university degrees; 13 percent had no formal education. The majority of the remaining 73 percent had less than secondary education. Number of years in school, however, tells only part of the story. Education and vocational training in cultures different from Canada may not be transferable in practice to equivalent levels in Alberta.

¹ With permission from Alberta Career Development and Employment, Immigration, and Settlement for the chart from *Immigration to Alberta Decade in Review*, 1992, page 16.

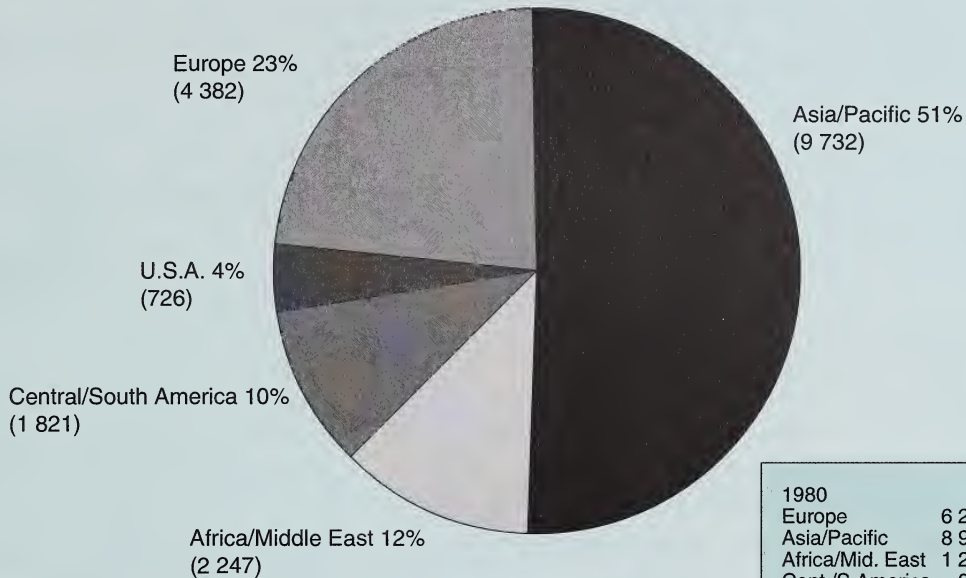
Immigration to Alberta 1980 to 1990Number of Immigrants
20 000

5. a. In what year did Alberta have the highest number of immigrants?
Approximately how many immigrants arrived in that year?
- _____
- b. In what year did Alberta have the fewest number of immigrants?
Approximately how many immigrants arrived in that year?
- _____

Study the following graph.

¹ With permission from Alberta Career Development and Employment, Immigration, and Settlement for the chart from *Immigration to Alberta Decade in Review*, 1992, page 16.

Immigration to Alberta by World Area, 1990



Total 18 908

1980	
Europe	6 203 (33%)
Asia/Pacific	8 914 (47%)
Africa/Mid. East	1 270 (7%)
Cent./S. America	974 (5%)
U.S.A.	1 473 (8%)
Total	18 839

6. Canada's main ethnic roots are in Europe. The majority of Canadians have either an English or a French background. Considering the statistics given, is this pattern being maintained in the recent immigration flow to Alberta? What is a probable reason for changes that have occurred?

Check your answers by turning to the Appendix, Section 4: Activity 6.

¹ With permission from Alberta Career Development and Employment, Immigration, and Settlement for the chart from *Immigration to Alberta Decade in Review*, 1992, page 16.

Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the **Extra Help**. If you have a clear understanding of the concepts, it is recommended that you do the **Enrichment**.

Extra Help

1. List six types of activities in which Canada has helped the United Nations.

- _____

- _____

- _____

- _____

- _____

- _____

2. Read the activities you listed in the previous question. Which one do you feel is most important? Explain why.

Check your answers by turning to the Appendix, Section 4: Extra Help.



Enrichment

Do **either** Part A **or** Part B. Part A involves a video program and Part B is a print alternative. If you can obtain the video, *Canada's Relationship with the Rest of the World*, of the Canada Series, do part A. If not you may give your attention to Part B.

Part A

Geographically, Canada is one of the biggest countries in the world. In terms of population it is small. In the international community it is a middle power. You may wonder what Canada's position in the world really is.

Canada's Relationship with the Rest of the World is a video which considers this question. As you watch the program think about the areas where Canada interacts with the rest of the world. Then respond to these questions, using information given in the video.



1. Does Canada have any real interests that involve international organizations? Can Canada solve the problems important to it by itself?

2. How independent is the Canadian economy? Does Canada need the rest of the world to maintain its prosperity?

3. The music business is a glamorous industry. Canadians have had a certain amount of success with it.
 - a. What is Canada's share of the world music market? Is there much competition?

- b. The United States is the richest entertainment market in the world and produces much of the music to which Canadians listen. Do American artists usually have more money to work with in producing a song? Give some figures to support your answer.

- c. One of the commentators mentioned a government regulation that helped a strong music industry to develop in Canada. This happened even though Canada has a small population and is short of cash, in relation to other countries. What was involved?

Check your answers by turning to the Appendix, Section 4: Enrichment.



Part B

Respond to the following:

1. How does Canada's status as a middle power contribute to the world's perception of Canada as a peacemaker?

2. Study the line graph and the circle graphs (in Activity 6) depicting immigration to Alberta. Give one significant observation you made from each of the graphs.

a. Line graph

b. Circle graphs

Check your answers by turning to the Appendix, Section 4: Enrichment.

Conclusion

Today Canada is a respected and influential country in the world. Canadians do not seek to conquer any territory or dominate any other people. Its record in support of human rights, the United Nations, disarmament, and peace gives its citizens cause to be proud.

Still, Canada should not get too complacent. It does give foreign aid, but relatively little, and much of it is tied. Canadians accept immigrants and refugees, but only a fraction of those who apply. However, these aspects of international involvements make up how the world sees Canada.

ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.

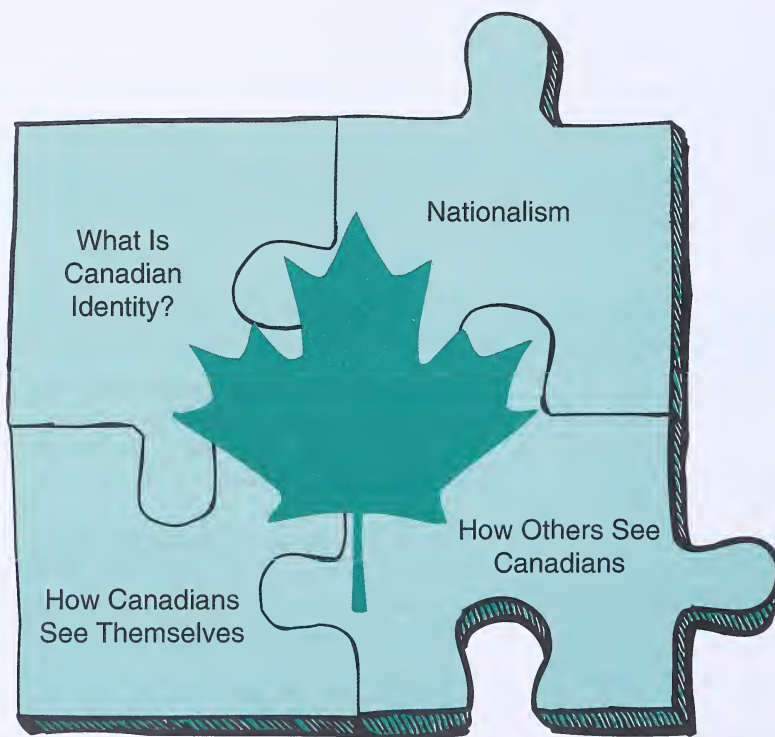
Assignment
Booklet

MODULE SUMMARY

In this module you have explored the nature of Canada's personality from a personal, national, and international point of view.

The first section presented a general overview of the Canadian identity. The second section focussed on nationalism and how that affected the national identity. In section three the question of how Canadians see themselves was explored. The final section studied how other countries of the world view Canada and how that affected the Canadian identity.

IDENTITY




FINAL MODULE ASSIGNMENT

Turn to your Assignment Booklet. Do the assignment for this module.

Assignment
Booklet

Appendix

	Glossary
	Activities
	Extra Help
	Enrichment

Glossary

Anglophone

- a person whose first language is English

Assimilation

- the cultural absorption of a minority group into a dominant cultural group

Biculturalism

- the official policy of the Canadian government to equally recognize and promote Canada's two official languages and cultures – French and English

Bilingualism

- the ability to speak two languages fluently; the policy of providing services for speakers of two languages

Calèche

- a two-wheeled horse-drawn vehicle from Quebec

CIDA

- Canadian International Development Agency; a government agency which coordinates Canadian foreign aid

Culture

- the way a group of people pattern and organize their lives, beliefs, customs, skills, arts, and institutions; characteristics of a particular group of people in a particular time period

Demography

- the study of population

Dichotomy

- the division or splitting of a whole into two contrasting or opposing parts or groups

Discrimination

- actions or policies showing prejudice against a person or group of people, especially a cultural minority

Economic development

- the gradual growth of a nation's economy into a modern industrialized economy

Evolutionary

- pertaining to or relating to development or growth in gradual smaller stages, and which allows for smooth, manageable, and somewhat predictable changes

Francophone

- a person whose first language is French

Free trade

- the buying and selling of goods between countries without tariff barriers

Human rights

- those basic rights of living to which every human being is entitled – life, liberty, freedoms

Immigrant

- a person who moves into a country of which he is not a native with the intention of becoming a citizen of the country; in Canada, immigrants must qualify and be accepted

International identity

- how a nation appears to other nations; characteristics attributable to a nation as can be seen by other nations and which form a basis for a world reputation

Kaleidoscope

- the concept of many bright colours and shapes that are in a continually changing pattern

Melting pot

- a society in which people have come together and have given up their individual ethnic traditions to conform to the majority way of life; a country, city, or region in which immigrants of various racial and cultural backgrounds are assimilated

Mosaic

- as a political term, a society in which minority groups are encouraged to retain their separate features and traditions. In Canada, this refers to the composition of Canada as being comprised of many cultures.

Multiculturalism

- a government policy recognizing and promoting the various cultural groups that make up a nation. Many Canadians have maintained some cultural ties with their native culture, e.g., Ukrainian, German, Sikh, etc.

Multicultural

- having a variety of ethnic backgrounds; of a culturally diverse population

National identity

- those characteristics that give a country a form or shape or appearance that people recognize as distinctive of that country; the identifiable distinctive character of an individual nation
Often the characteristics become a source of great pride; hence, nationalism.

Nationalism

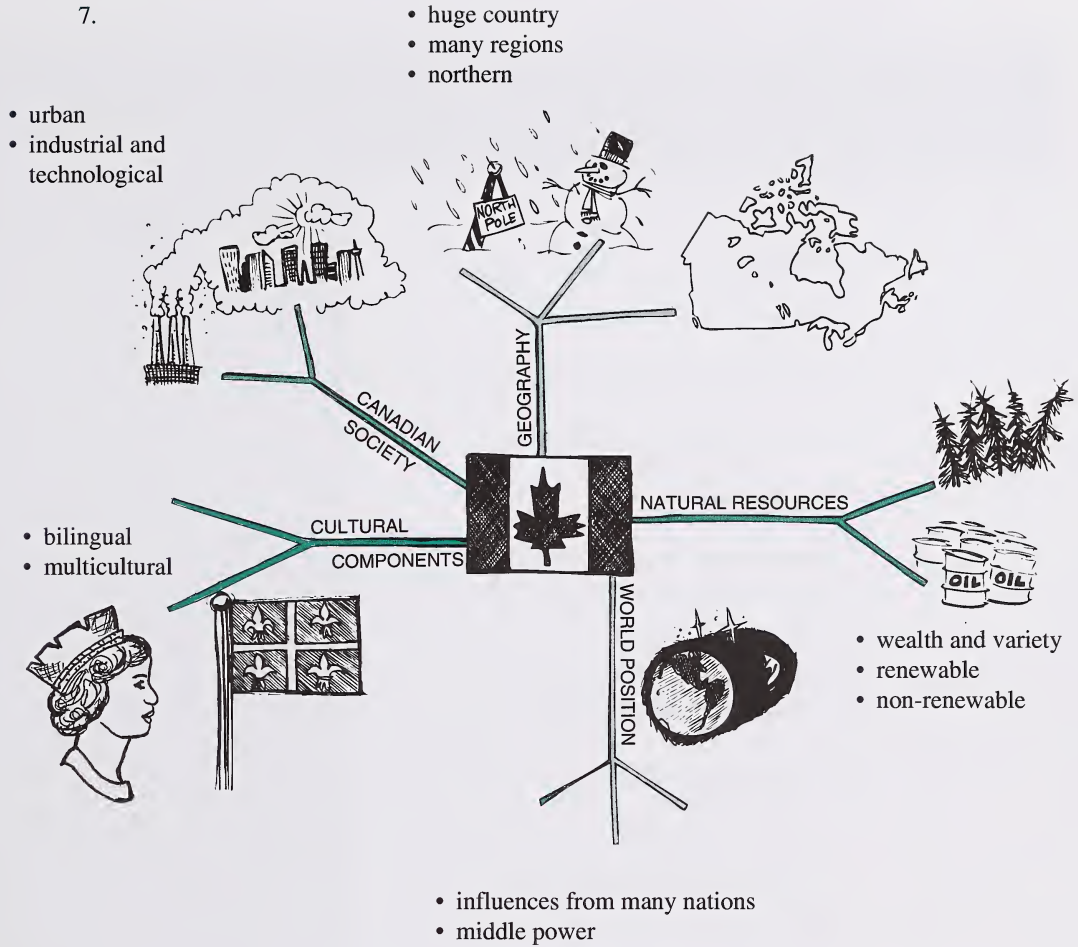
- giving the interests of one's nation the highest importance; a pride in one's nation and the willingness to enthusiastically support or defend it

Non-renewable resources	<ul style="list-style-type: none">resources which are depleted with use, such as oil and minerals
Official Languages Act	<ul style="list-style-type: none">passed by Parliament in 1969; English and French were given official language status in Parliament and the government of Canada
Peacekeeper role	<ul style="list-style-type: none">a mediating and/or policing role in which a nation helps to settle disputes between other nations through sending a mediator or negotiator to settle the problem, or troops to keep peace
Reciprocal	<ul style="list-style-type: none">mutually; give in return for something given or done In NATO, an attack on one nation is considered an attack on all.
Refugee	<ul style="list-style-type: none">a person who leaves his country to seek refuge elsewhere during a time of war or suppression; the person flees to escape danger or persecution
Regionalism	<ul style="list-style-type: none">a consciousness of and loyalty to a distinct region; development of a political or social system based on one or more such areas
Renewable resources	<ul style="list-style-type: none">resources which are continually replenished, such as forests and water
Royal Commission	<ul style="list-style-type: none">a committee set up by the Canadian government to study a national problem and make recommendations to government towards resolving the problem
Self-concept	<ul style="list-style-type: none">how one sees oneself
Sovereignty	<ul style="list-style-type: none">the supreme and independent political control of a country, involving the recognition of a country's borders and territories by other nations
Tied aid	<ul style="list-style-type: none">foreign aid given with conditions, usually that products or services must be purchased from the giving country
United Nations	<ul style="list-style-type: none">the international organization (UN) formed in 1945 of nations dedicated to world peace and security

Suggested Answers

Section 1: Activity 1

1. Answers such as the following are acceptable. Other ideas of your own choice are acceptable.
 - your family
 - where you live
 - physical characteristics
 - your ambitions
 - your likes
 - dislikes
 - beliefs
2. Canada's location is in the northern hemisphere, in the northern part of North America.
3. Physical features of Canada include interior plains, prairies, lowlands, tundra, mountains, and foothills.
4. Canada has the following resources: hydroelectric power, copper, iron-ore, nickel, forest products, petroleum, natural gas, and agriculture.
5. Industries include manufacturing (food and beverages, transportation equipment), pulp and paper, and fisheries.
6. Some ethnic groups are: English, French, German, Italian, Ukrainian, Dutch, Native, Japanese, Chinese, and East Indian. You may be able to name several more or different groups.



Other responses for all of these questions are also accepted.

Section 1: Activity 2

1. Canada's identity is derived primarily from Britain, France, Scotland, and Ireland.
2. They represent the origins of Canadians.

Section 1: Activity 3

1. Speaker Y
2. Speaker Z
3. Speaker Y
4. Speaker X
5. Speaker Z
6. Some of the key phrases Lightfoot uses are the following:
 - wild majestic mountains
 - green dark forests
 - blue Rockies
7. Lightfoot says, “Open her heart; let the lifeblood flow Now the song of the future has been sung.” He felt that the railway was the start of Canada’s future; it opened up the land.
8.
 - a. the future is bright
 - b. resource wealth of Canada
 - c. the majesty of the land
 - d. pride in the people
 - e. national sacrifice and diligence
 - f. a bright future
 - g. majesty of the land, resource wealth
9. B
10. B
11. B
12. A
13. B

14.

Achievement	Unifying force for Canada	Promotes international image	Promotes loyalty for		
			city	region	country
Kerrin Lee-Gartner wins Olympic medal in downhill skiing.	✓	✓			✓
Calgary runs the best-organized winter Olympics ever, so says head of the Olympics.	✓	✓	✓	✓	✓
Percy Williams of Canada is the only Canadian to win two gold medals in running at the Olympics.	✓	✓			✓
Edmonton Eskimos win their fifth Grey Cup in a row.	✓	✓	✓	✓	✓
Montreal Canadiens set a league record for the most wins in one season.	✓		✓		
Canada Summer Games bring thousands of young Canadian athletes from all across the nation together in a spirit of friendly competition.	✓			✓	✓
The National Ballet completes a successful tour of Russia.	✓	✓			✓
Farley Mowat, famous Canadian writer, was denied access to the United States because of things he wrote about that country.	✓				✓
The Canadian Broadcasting Corporation (CBC) announces its plan to be totally Canadian in programming content.	✓				✓
A Canadian film wins an Academy Award.	✓	✓			✓

15. Answers will be personal. Were you able to think of specific examples to support your opinion?

Section 1: Follow-up Activities

Extra Help

1. The five features of Canadian identity include these:
 - geography
 - natural resources
 - our society
 - cultural component
 - world position
2. Answers will vary widely. Have you supported your two choices?
3. Answers will vary. Are Olympic accomplishments a matter of pride to Canadian identity? Did you try to express your feelings in a poem?

Enrichment

Part A

Answers will vary according to your personal impressions.

Your responses will depend upon how you see the identity of this country. By thinking of these statements you may develop a clearer mental picture of what Canada is all about.

Part B

1. Climate is an important force in producing a distinctive identity.
2. Your answer will be personal. One suggestion is that a Canadian is a person who spends a tremendous amount of time and effort in trying to cope with a harsh environment.

If you have drawn a picture, have you included elements that would help identify the person as Canadian?

3. Answers will vary and be personal. Some goals or beliefs that might be commonly shared by Canadians could include the following:
 - coping with a cold, snowy climate
 - a wish to escape to warm weather

Section 2: Activity 1

1. As applied to a country, the meanings of the terms are as follows:
 - melting pot: a country in which immigrants of various racial and cultural backgrounds are assimilated
 - fruitcake (mosaic): made up of numerous unique cultures
2. a. Evolution is development or growth in small, gradual stages.
b. The section to be quoted is

“The evolution of a Canadian identity revolved around the attempt to form a unique civilization in a harsh environment which was European in origin yet North American in development.”
3. Suggestions are the following:
 - evolutionary development
 - two founding nations
 - determination not to be American
 - geography
 - loyalty to an idea
 - respect for laws and institutions
 - a unique system of government
4. The effects of geographic isolation include the following:
 - development of strong regional loyalties
 - hindered development of a unified Canadian identity
5. a. 1946 to present
b. 1867 to 1920
c. 1920 to 1945
6. You can provide a variety of titles appropriate to the influences experienced by Canada during each time interval.
7. Sketches could have some of the following details:
 - Canada might be part of the United States.
 - Canada might have new alliances with Europe or Pacific Rim countries.
 - Canada may be isolated and independent.

Section 2: Activity 2

1. Multicultural: A term that refers to the fact that thousands of non-British and non-French immigrants to Canada have maintained many of the cultural traditions from their homelands.
2. These are the three countries discussed in the article:
 - Britain
 - France
 - United States
3. A few suggestions are the following:
 - maple leaf flag
 - *O Canada*
 - beaver
 - birch bark canoes
 - RCMP
4. The following are possible answers:
 - a. Victory at Vimy, Dieppe Slaughter, War Time Precautions, A New War?
 - b. war stories
 - a. Excitement on Ice, We Won!
 - b. hockey stories
 - a. Finding New Friends, Economic Barricades, Free Trade: A Hot Topic!
 - b. economics and trade
 - a. The War from Within, Quebeckers Make the Choice
 - b. Quebec Stories
 - a. Middle East Madness, Canadian Know-How Goes Far, We Welcome the World, Happy 100th Birthday
 - b. international recognition
5. A variety of answers are acceptable. Give reasons for your answer.

6.
 - a. Victory at Vimy Ridge, Dieppe Slaughter, A New War, The War from Within
 - b. conflict, death, destruction
 - a. Wartime Precautions
 - b. mistreatment of minorities
7.
 - a. Wartime Precautions
 - b. Japanese people were interned in the interior of B.C.
 - c. Japan aggressively entered the war.
 - a. We Welcome the World
 - b. Calgary hosted the 1988 Winter Olympics.
 - c. Calgary was the greatest host of the winter games.

Note: Other examples may be accepted as well.

Section 2: Activity 3

1.

Region	Strengths or Assets	Weaknesses or Problems
Atlantic	<ul style="list-style-type: none"> • long history • scenic • farming and fishing • oil 	<ul style="list-style-type: none"> • unfairly treated • high unemployment • poor transportation • neglected by Canada
Central	<ul style="list-style-type: none"> • half of Canada's population • large industry • heavy population • good transportation • many raw materials 	<ul style="list-style-type: none"> • pollution • chemicals • jealousy of other regions
West	<ul style="list-style-type: none"> • multicultural • good agriculture • oil and gas 	<ul style="list-style-type: none"> • high transport costs • need more diversity in economy • more money needed for development
North	<ul style="list-style-type: none"> • fishing and trapping • resources 	<ul style="list-style-type: none"> • cold and remote • fragile environment • high cost of living • subsidies needed

2. a. Any region is acceptable.
- b. Give good reasons.

3.

Factor	Statement
Ethnic	Quebec is made up of a predominantly French-speaking population.
Demographic, political	Of the current 295 seats in the House of Commons, Ontario has 99 and Quebec has 75; therefore, to win an election you must have the support of Central Canada.
Historic, Geographic	Westerners have developed a unique culture based on a melding of various ethnic, linguistic, and cultural traditions.
Economic, Political	Most manufacturing in Canada is in Ontario and Quebec. These industries have traditionally been protected from foreign competition by tariffs (taxes) imposed on cheaper imported goods. This situation has resulted in higher prices on important commodities such as farm tractors.
Demographic	Approximately 1 out of every 2 Canadians lives in Central Canada (Quebec and Ontario).
Geographic, Economic, Political	Unfair freight rates and long distances to transport goods from producer to consumer have resulted in higher prices in some regions.
Historic, Ethnic	Ontario was settled in large numbers by British loyalists who wanted to control Canada and assimilate the French-Canadians in Quebec.
Geographic, Economic	A wheat farmer in Saskatchewan has more in common with a wheat farmer in the United States than he would with a lobster fisherman in Nova Scotia.
Geographic	Canada is divided by major geographic obstacles like the Canadian Shield and the Rockies. These seem to magnify the size of the nation, enhance the feeling of isolation and alienation, and promote regional identification and loyalties.
Historic	Throughout its long history, the Grey Cup game has provided a healthy outlet for east versus west rivalries and has served to act as a unifying force in Canada.

4.

Factor in Regional Identity	Headline
Historic	<ul style="list-style-type: none"> • Calgary Welcomes the World ...
Demographic	<ul style="list-style-type: none"> • Westerners Move East ... • Liberals Lose Election ...
Political	<ul style="list-style-type: none"> • Liberals Lose Election ... • Provinces Agree on ... • Alberta Opposes Energy Policy ...
Economic	<ul style="list-style-type: none"> • Westerners Move East to Find Jobs • Drought Threatens Crop Disaster for Prairies • Maritime Fishermen Demand ... • Prairies Feel Alienated ... • Alberta Opposes Energy Policy ...
Ethnic	<ul style="list-style-type: none"> • Quebec Opposes Language Section ... • Liberals Lose Election ...
Geographic	<ul style="list-style-type: none"> • Drought Threatens Crop Disaster ... • B.C. Cut Off ...

5. a. S

b. S

c. U

d. U

6. Statements A. and C. are the best answers.
7. The three countries which influenced Canadian identity are the following:
 - Britain
 - France
 - U.S.A.

Examples of specific items will vary. Possible items may include the following:

- Britain – government system, English language, the Monarchy
- France – Quebec society, Canada is bilingual, French language TV station
- U.S.A. – television programs, clothing styles, hockey teams in NHL

Section 2: Follow-up Activities

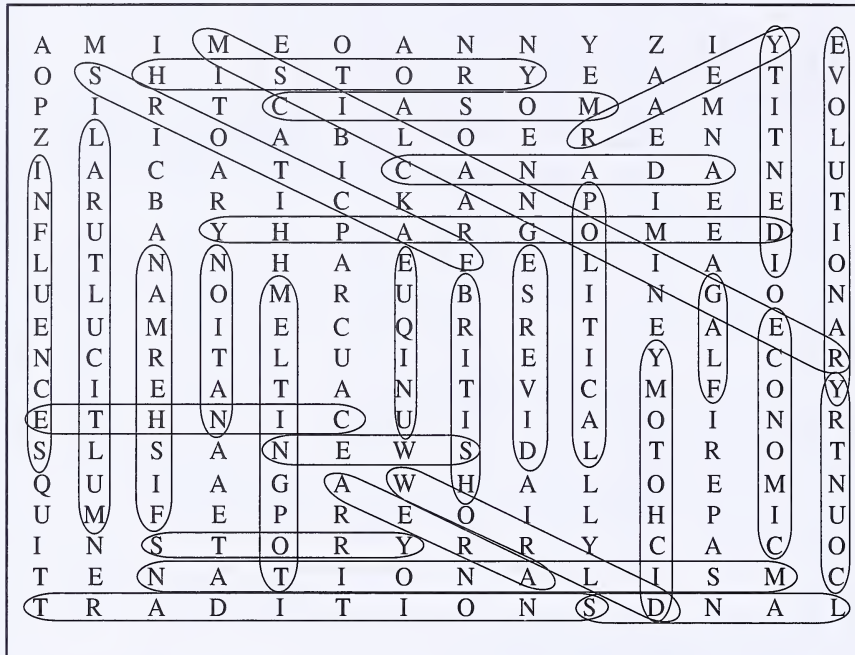
Extra Help

1.
 - a. Quebeckers Make the Choice
 - b. Canadian Know-How Goes Far
 - c. We Welcome the World; Happy 100th Birthday
 - d. Victory at Vimy Ridge; Dieppe Slaughter
 - e. CRTC Gets Tough; Finding New Friends; Free Trade: A Hot Topic; Economic Barricades
 - f. Excitement on Ice; We Won!
 - g. Excitement on Ice; We Won!; We Welcome the World
 - h. Middle East Madness; A New War?; Dieppe Slaughter; Victory at Vimy
2. Canada decided to remain with British political institutions and to keep the reigning British monarch as the head of the new country.

Enrichment

1. Evolutionary development allows smooth, manageable, predictable changes. These factors contribute to stability with minimal disruptions.

2. Each region has different economic strengths and weaknesses. Canada is a vast area with geographic differences which sometimes create physical barriers. With those factors to contend with, different lifestyles develop, generating more diversity than unity.
3. **Word Search Puzzle**



Section 3: Activity 1

1.
 - a. Canada
 - b. United States
2. When he sees his true reflection he sees himself as an American.
3.
 - a. Give your own opinion.
 - b. Canadians are culturally backward. Canada possesses a harsh environment.
 - c. Your answer will be personal. One suggestion for correcting the situation may be for the man to tidy his appearance and straighten his glasses.

Section 3: Activity 2

1.
 - a. The Commission was appointed in 1963.
 - b. Prime Minister Lester Pearson appointed the Bi and Bi Commission.
2. You should present this idea in your own words: bilingualism is the ability to speak two languages fluently.
3. No. Canadians are able to receive public services and federal government services in at least one of Canada's official languages. Many Canadians will remain unilingual.
4.
 - a. Ontario, New Brunswick, and Alberta have the largest French population after Quebec.
 - b. New Brunswick has the best balance. The English to French ratio is about 2 to 1.
5.
 - a. July, 1969
 - b. The prime minister was Pierre Trudeau.
6. The Official Languages Act makes French and English the official languages of the country for use in Parliament and the government of Canada.
7. Language of service to the public means that any Canadian must be able to deal with federal institutions or departments in English or French.
8. Federal public servants have the right to work in French and/or English. Each government institution must have a mix of both language groups.

9. Answers will vary. A common reason for unrest on both sides was that both groups were uneasy about long-term implications for their ethnic groups.
10. a. F
- b. F
- c. F
- d. F
- e. F and C
- f. F and C
- g. F
- h. C
- i. F
- j. C
- k. C
11. Answers will vary. Good reasons must be provided.
12. a. Alberta was predominantly French at that time, so the French language would have become the dominant one.
- b. Examples of French influences in Alberta at the turn of the century include the following:
- More people spoke French than English until 1885.
 - Edmonton was called Fort des Prairies.
 - Edmonton's first two hospitals were operated in French.
 - St. Albert and St. Paul were almost completely French-speaking.
 - Beaumont was totally French.
 - Cold Lake was known as Lac Froid.
- c. By 1905 there was a flood of immigrants from Central Europe who were not French. The French language and culture declined when the children were not allowed to be educated in French. The government enforced a language quota system allowing no more than 20 percent of classes to be conducted in French.

13. Several names are possible. Some include the following:

- Lac la Biche
- Beauvallon
- Bon Accord
- Bonnyville
- Brosseau
- La Crete
- Villeneuve

Section 3: Activity 3

1. Multiculturalism means recognizing more than two cultures in a country.
2. No one culture in Canada is more important than another one. Every cultural group should be encouraged to preserve its rich heritage in harmony with Canadian life as a whole.
3.
 - a. You may choose either melting pot or mosaic.
 - b. You should provide good reasons for your choice.
4. The three ethnic groups would be German, Italian, and Ukrainian. After the French and English, these groups had the greatest number of members. Biculturalism would have meant that English and French were the main cultures and that other ethnic practices would be greatly reduced.
5. The goals of the 1971 multiculturalism policy were the following:
 - to assist all cultural groups to grow and contribute to society
 - to assist cultural groups to enjoy full participation in Canadian society
 - to encourage groups to learn more about each other
 - to assist immigrants to acquire at least one of Canada's official languages

6. a. 1

b. 2

c. 1

d. 4

e. 3

f. 1

g. 3

h. 4

7. a. 9

b. 1

c. 4

8. These two generalizations could be made:

- Some provinces in Canada have cultural groups whose population is greater than the English population, especially the French.
- The greatest diversity of cultural groups can be found in the western provinces.

9. The following are suggestions only. Your answers may vary.

Multiculturalism: For and Against

Arguments in Favour	Arguments Against
<ul style="list-style-type: none">• Ethnic traditions enhance Canada’s history.	<ul style="list-style-type: none">• Misunderstandings between cultures may result.
<ul style="list-style-type: none">• Cultural differences strengthen Canadian unity.	<ul style="list-style-type: none">• Ethnic groups should adopt Canada’s customs.
<ul style="list-style-type: none">• Cultural heritage should be preserved.	<ul style="list-style-type: none">• Multiculturalism leads to confusion.
<ul style="list-style-type: none">• Canada was founded by the French and the British.	<ul style="list-style-type: none">• A purely Canadian culture should be established.
	<ul style="list-style-type: none">• Most Canadians speak English.
	<ul style="list-style-type: none">• Canada is part of the Commonwealth and should remain British.

Section 3: Follow-up Activities

Extra Help

1.
 - a. bilingualism
 - b. multiculturalism
 - c. mosaic
 - d. melting pot
 - e. Canadian self-concept
2.
 - a. False
 - b. The Official Languages Act does not say everyone should be bilingual. It tries to ensure that citizens can receive federal government services in both English and French.
3. Students in all provinces should have an opportunity to study both languages.

Enrichment

Part A

Responses will be personal, especially anything related to particular cultures. However, some ideas such as these from the video may be mentioned:

- *O Canada* says it is official policy.
- The rock singer's number outlines the historical background of immigration.
- Hockey players mention rich cultural diversity and tolerance and respect for people who are different.
- Music cultists think it is necessary to prevent discrimination against ethnic groups.
- Teachers suggest items such as food, dance, and music.
- Students were interested in experiencing multiculturalism in discussion and in getting to know and understand a range of people better. They wanted to know what the concept means and how to live with it more effectively.
- The debate in the dream sums up ideas and also questions whether multiculturalism is of any real value. Reactions may vary considerably.

Part B

1. You should answer in a well-worded paragraph. Ideas should be expressed clearly and supported by good reasons.
2.
 - a. Greece
 - b. Italy
 - c. Mexico
 - d. Canada/Scotland
 - e. England
 - f. Turkey
 - g. Spain
 - h. China
 - i. Russia, C.I.S.
 - j. Japan

Section 4: Activity 1

1.
 - a. security
 - b. cooperation, security, independence
 - c. cooperation, equality, security, independence
 - d. cooperation
 - e. security
 - f. equality
 - g. equality
 - h. independence, prosperity
 - i. independence

Section 4: Activity 2

1. These differences may be noted from the article:
 - Canadians are seen to be more optimistic, content, trusting, and positive.
 - Canadians work harder and demand fewer services.
 - Fewer crimes occur in Canada.
 - Canada spends less on defence.
 - Canada is seen to be more free.
2. Answers will vary. Good reasons should be provided.
3.
 - a. Canada – It means that reaching agreement with the U.S. will put us in the position of being dominated.
 - b. U.S. – It means they can control the smaller partner.
4. U.S. – The United States will be in a stronger position to influence trade to their own benefit most of the time.
5.
 - a. (1) and (3) should be circled.
 - b. (2) and (3) should be circled.

6. Answers will vary.

Some possible reasons for supporting free trade might be the following:

- expand trade opportunities
- freer movement of goods
- get closer to U.S. market

Some possible reasons for being against free trade might be the following:

- The Canadian economy could be overwhelmed by larger American economy.
- Canadian culture could be threatened.

Section 4: Activity 3

1. 421
2. Korea
3. Egypt
4. Cyprus
5. Egypt, Golan Heights
6. The trend seems to indicate a decrease.
7. Britain and Egypt
8. Lester Pearson was prime minister of Canada from 1963 to 1968.
9.
 - a. peace and security
 - b. peace and security
 - c. social justice
 - d. quality of life
 - e. environment

3. These countries were the most powerful in NATO in 1989:
 - U.S.A.
 - West Germany
 - United Kingdom
 - France
4. U.S.A.
5. Canada and the U.S. are trading partners with many European countries. If these European countries are attacked or annexed, Canada and the U.S.A. could be next.
6. a. If Canada quit NATO there would possibly be praise for such a peacekeeping move but also criticism for not supporting Canadian allies.

b. As Canada continues to support NATO there are praise and criticism but for opposite reasons. There is praise for its commitment to NATO, but criticism for continuing such an association when the need is not there.

Section 4: Activity 5

1. Foreign aid can be channelled through these means:
 - international agencies
 - individuals
 - non-governmental organizations
 - government agencies
2. The Canadian International Development Agency (CIDA) coordinates the foreign aid that Canada gives to other countries.
3. CIDA might provide aid because of these disasters:
 - cyclone
 - drought
 - earthquake
 - flood
 - typhoon
 - volcano
4. Canada's aid is usually tied. That is, nations must meet conditions, such as buying products from Canada or working under Canadian supervision.

5. You should fill out every section of the application according to your own circumstances.

All areas should be completed. Have you completed the form accurately? Have you mentioned any special skills or education that might be of special interest to the aid agency?

6. Have you included all requested information: your name and location, whom the note is for, and a clear message?

Section 4: Activity 6

1. Both a refugee and an immigrant are newcomers to a country, but the refugee faces an element of danger in his own country.
2. Push factors: political restrictions, religious suppression, unemployment, persecution, food shortages, war, personal threats, and others

Pull factors: personal freedom, economic advancement, physical safety, and educational and career benefits

3.
 - a. Canada should accept as many refugees as possible for humanitarian reasons because these people are in danger.
 - b. Canada should limit or reduce the number of refugees admitted because Canadian relief resources can only handle a certain number.
4. Immigration benefits the economy in the following ways:
 - More skilled workers come to Canada.
 - More business people with money, knowledge, and skills enter.
 - Immigrants alleviate a shortage of workers in areas where there are not enough Canadians.
5.
 - a. In this time span, Alberta had the highest number of immigrants in 1981 – 19 294 (1990 was next highest with 18 908, followed by 1980 with 18 839).
 - b. Alberta had the fewest immigrants in 1985 – 9 001 (the next fewest was in 1986 with 9 673).
6. No. Immigrants are now coming mainly from Asia, Africa, Central and South America, and the Middle East. These are areas of war, oppression, and hunger. The immigrants are refugees or relatives of recent arrivals. Probably many people are coming here now because of terrible conditions in other parts of the world.

Section 4: Follow-up Activities

Extra Help

1. Canada has helped the UN in the following ways:
 - peacekeeping
 - participation in all major functions of the UN
 - hosted international conferences
 - supports disarmament
 - supports human rights
 - economic and social improvements
 - management of the ocean
2. Your answer here depends on your own preference. Be sure to stress the reason for your choice.

Enrichment

Part A

1. Both David Lewis and the Honourable Joe Clark believe that Canada must collaborate with other nations in international organizations to meet its goals. Canada can't create world peace by itself. Canada works at peacekeeping and foreign aid through the United Nations and other international organizations.
2. The commentators say trade is essential. One in four jobs depends upon trade with the U.S. and one-third from total foreign trade.
3.
 - a. It is very competitive. Canada's share is 5 percent.
 - b. The Americans have a lot more money to work with. One artist mentioned a Canadian having \$25 000 to produce a song and an American having \$250 000.
 - c. There was a regulation that 30% of the material on Canadian stations be of Canadian origin. It had to be written, performed, recorded, and produced here. With this guaranteed air time and sales, works were created that are accepted around the world.

Part B

1. The fact that Canada is a middle power gives it enough status and influence to be an effective peacemaker or negotiator. Although Canada is pro-West, it is perceived to be more neutral than a superpower would be.
2. You should study the graphs and comment on some of the facts presented in the information.



L.R.D.C.
Producer

Social Studies 10

9SS10P33

1992